

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XIII

CHARLESTON, W. VA., JANUARY, 1935

NUMBER 2

The National Association of Teachers in Colored Schools insists upon a rounded program of education for the Negro youth of America. No phase of the work should be neglected. Health education, kindergarten, vocational training, cultural development, education for leisure time activities, are to be considered along with the ordinary academic work of the schools.

(From the Resolutions adopted at the Baltimore meeting)

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You must have either intelligence or spiritual faith
to stand up against life. When you have both you
can be a conqueror.—Hugh Walpole.

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PUBLIC EDUCATION AND THE ECONOMIC CRISIS

GARNET C. WILKINSON, First Assistant Superintendent of Schools, Washington, D. C., and President National Association of Teachers in Colored Schools.

Public education in America is passing through a crisis. To many men in American public education is no longer sacrosanct. As an item in the budget, education at public expense takes its place not as an extraordinary, but as an ordinary city need, like the items for highways, and lights, and a host of other items.

But unlike these other items, the cost of public education practically everywhere in America today has been made the subject of bitter criticism.

Implications

I. Taxpayers claim that public schools cost too much. Public schools do cost more today than formerly, but what are the causes?

Cost in 1914—557 millions.

Cost in 1928—\$2,184,000,000.

Reasons: (1) Longer terms—134.7 days in 1890; 171.5 days in 1928.

(2) Attendance doubled in 30 years from 12 to 25 millions. These two causes account for 26% of the increased cost of schools today.

(3) Depreciation of the dollar accounts for 54% of the increased cost.

(4) Increases in service, especially better teachers, better equipment, more extensive curricula, increase in number of high schools, improvement in school buildings, greater health protection, school transportation, free textbooks—these account for the remaining 20% of the increased cost of schools today.

II. Reduction in proportion of total revenues devoted to public education—ranging from $\frac{1}{3}$ to $\frac{1}{2}$ —means curtailment of educational opportunity for children.

III. Retrenchment already in practice in many communities:

1. Closing of schools
2. Terms shortened
3. Reduction in teachers' salaries
4. Larger classes—double classes
5. Grouping of two or more schools under one principal
6. Stop building operations
7. Elimination of
 - a. Kindergartens
 - b. Vacation schools
 - c. Teachers of special subjects—physical education, music, art, home economics, manual training, night schools.

These represent a great loss, from which schools will not recover for a generation.

The Economic Crisis

The First Phase, as described by Professor Moehlman in the March-October issue of the Nation's Schools:

"The alarming increase in delinquent taxes and the popular rumblings against excessive costs, promptly capitalized by the demagogue who began to prey on popular fear, brought about some retrenchment in the second budget. Since the teaching force had not been brought to realize existing conditions, most superintendents recommended to boards of education the elimination of things that could not talk back. New buildings, essential repairs to the existing plant, replacement of textbooks, the purchase of good supplies and the replacement of equipment all suffered heavy reductions regardless of their importance. Evening schools and continuation activities, essential in rehabilitating the victims of technologic unemployment, summer schools, and child recreation were ruthlessly eliminated. Essential supervision on which instructional efficiency depends was severely crippled and in many instances eliminated. On the whole, teachers' salaries were not reduced much although greater demands were made on the teachers, sick and sabbatical leaves generally eliminated and scheduled increases stopped. This condition existed generally at the close of the 1930-1931 fiscal year.

The Second Phase

"The second group of reductions fell on those agencies essential to the maintenance of efficient instruction, textbooks, supplies, equipment and the school plant. A study of sample budgets from different sections of the country indicates that relatively few executives considered the entire educational plan in making these reductions. They cut where the least possible immediate objection might be raised. Appropriations for essential agencies were reduced or even eliminated without regard for need.

"Curricular activity, essential to modern social need and which represented large capital investment, was also cut or eliminated and this plant investment allowed to stand idle, representing extravagance rather than economy.

"Class sizes were increased in many instances beyond reasonable experimental assumptions. Teacher's loads were raised without any corresponding change in method to prevent losses in efficiency. Essential supervision and research, so vital to growth and greater effectiveness in doing the job, were simply erased.

"Instead of securing the most efficient expenditure of money for the greatest possible return, the chief results of this entire panic period seem to be greatly reduced expenditure at the expense of efficiency. Ruthless cutting is not economy but gross extravagance.

"Public education is now rapidly approaching the end of the second phase."

IV. There are three glaring inconsistencies in the point of view of our critics:

1. In the first place, our critics insist upon a reduction in the total services of public education at the very time when the enrollment of our public schools is being tremendously increased (1) through the operation of compulsory education laws, (2) through the increase of unemployment among adults, and (3) through the decrease of employment opportunities for young boys and girls of secondary school age.

2. In the second place, our critics tell us to eliminate from the curricula of public schools the fine arts of music and drawing, visual instruction, health and physical training, and other cultural subjects, at the very time when we are passing through a social revolution which will bring to every man increased hours of leisure. Already the Congress of the United States is discussing the 5-day and the 30-hour week. Who knows but what when the cycle of change is complete each of us may find working hours reduced to four or five per day. How may the youth of America be prepared worthily to use this increased leisure time—pray tell me—if we remove from public instruction the very subjects which prepare youth for leisure time activities?

c. In the third place, our critics are in error in believing that the elimination of the so-called "fads and frills" in education will (1) give adequate time to the three R's and (2) will reduce materially the total cost of public education. They do not know that today public education devotes twice as much time to the three R's as it did in 1865, and thrice as much time as it did in 1829. Moreover, the elimination of the so-called "fads and frills" will not reduce the length of the school day or the school year. Pupils will be required to spend in other subjects the time heretofore devoted to the alleged fads and frills, and thus the total savings in the budget would be inconsequential.

V. We have no quarrel with the taxpayer who demands economy in the use of public funds for the support of public education. We be-

lieve that boards of education, and public school officials, should administer public education economically, honestly, intelligently, and reasonably.

We profoundly believe that taxpayers should not demand the curtailment of the educational opportunities of children.

"Throughout the Nation," says Glenn Frank, "we are trying to balance budgets by cutting the very heart out of the only things that make government a creative social agency. We slash scientific bureaus, drastically shrink support of social service, hamstring regulatory agencies, fire visiting nurses, starve libraries, reduce hospital staffs, squeeze public education, and call this economy!"

The government cannot afford such a policy when we consider the real significance of public education to the life of the government. So long as our democratic concept of the social organization lasts, the need of a comprehensive and inclusive public school system, in every town and hamlet in America, will continue.

VI. To repeat, taxpayers have a right and a duty to assure themselves that taxes for schools are being wisely expended. Intelligent economy should characterize the schools.

It is important, however, that taxpayers keep the Child—First. Let the schools be the last to suffer, if the public budget must be reduced. "Roads can be built tomorrow; the children live and grow today."

There can be no real reduction in school costs without curtailing much needed educational services to the children of the generation.

VII. Who are concerned? Dr. Judd says, "This problem is a matter of concern to all. The American people have recently learned that all of their institutions are closely interrelated. The public schools are detached. Schools are a part of the general social order. The curriculum, and methods of instruction, even, are largely determined by conditions of life outside of the schools."

The solution of the problem calls for research, clear thinking and cooperative action. Our social heritage, our democratic form of Government, all demand a continuously effective school system.

Cripple the public schools by unwise retrenchment, and you inflict irreparable loss upon American childhood—you even lower the national standards of culture, of health, and of efficiency.

VIII. What is the way out for public education? This economic crisis is the teachers' opportunity

1. To interpret the schools to the public.

Interpretation of the schools to the public is just as much a part of the teacher's work as teaching of children. There is need of individual interpretation of education by every teacher.

(Continued on Page Seventeen)

The Educational Philosophy of Booker T. Washington

HELEN A. WHITING

Today we read much of the Activity School, frequently called the 'New School'. We are informed of such programs of education in America, England and Europe.

Over fifty years ago, Booker T. Washington started Tuskegee Institute. A few years later he published a simple narrative of the school's organization and activities in a book called 'Working With The Hands'. The material found in this informal exposition, and later developments at Tuskegee, show the progressive theories of its founder in action—such theories as are now accepted the world over by leading educators and in the most progressive schools.

An attempt is here made to (1) formulate and organize the views of this educator in the light of so-called modern educational philosophy and (2) to give specific cases of their application.

Booker T. Washington's Method of Determining the Tuskegee Curriculum

Booker Washington tells us that because it was his ambition to make the school a real service to his people, he studied their living conditions by traveling in rural districts. Here, he slept in their cabins, ate their food, and talked with them about their interests in general.

He brings out the idea that we cannot build a race by beginning at the top anymore than we can build a house by beginning at the top.

Other evidence of his technique for the determination of the Tuskegee Curriculum, reveals itself in two great questions which he set up. These questions, he writes, were inspired by his personal knowledge of the lives of the first students who came to Tuskegee. The questions were:

- (1) What will these young people find to do on returning home?
- (2) What industries do they and their parents depend on for self support?

He tells us that the answers to these queries were not always to his liking, but what he might have wanted to have them do was one thing and what they were actually doing was still another.

Therefore, what they were actually doing was what he decided to base the activities of Tuskegee upon. He describes how, as a result of close study of facts and figures, he found that the larger amount of the students came from farms. These facts convinced him of the great necessity of teaching the intelligent use of hands plus brains on the farm, "not theorizing but practical effort."

Need of Intrinsic Matter and Method—Need of Desirable Attitudes, Habits and Appreciations

During his visits among his rural folk, he was

much affected to find that those who had been to school saw no connection with subject matter and life about them. Rather, he found that what little they got was limited to memorization of certain rules in grammar and arithmetic. To figure how their fathers lost on every bale of cotton or why they were mortgaging their crops or getting deeper in debt never occurred to them.

The girls could glibly locate foreign places from memory, but had no idea of proper location of the knife and fork on the table, they could tell where bananas were grown, but were absolutely ignorant of their food value.

Teachers were served salt pork and canned food from afar, while the country abounded with pigs, chickens, vegetables, fruits, etc.

It was, therefore, the aim of Tuskegee to dignify labor and make it attractive to the pupils; to combine the brains and labor of the hand and to teach the pupil in the meantime, to respect labor. Because, he states, hand training combined with mental and moral training is essential in the "harmonious plan."

Industrial education will enable one generation to secure economic independence, and the next to build on this foundation and if desired, obtain a more abstract education. "Tuskegee stands for men and women as well as bricks and mortar."

Because the student is taught the principles of house building by building a real house, he is taught confidence and self reliance, impossible in manual training.

Tuskegee Educational Principles in Action

When one visits Tuskegee Institute he sees the Negro not only studying chemistry but its application to agriculture, cooking and dairying. Not only geometry and physics but the application of these subjects in trades as blacksmithing, farming, etc.

One cannot build wagons nor run a farm successfully who cannot read and cipher. Therefore, Tuskegee has an Academic Department. This department aids the articulation of physics, Chemistry, Mathematics and Drawing with Blacksmithing, Carpentry, Nursing and Housewifery — such aid that transforms listlessness and drudgery into gratifying efficiency.

"The work on the farm also influenced my view on relative values in education.

"There was a great difference between studying about things and studying the things themselves, between best instruction and the illumination of practical experience—I want training of pupils linked with common things at our doors."

Specific Cases of Correlation at Tuskegee

Case I. Broom Making—The Head-and-Hand theory could be demonstrated by the use of English Composition on Broom making. The composition appears in the text, *Working With The Hands*.

Case II. Carpentry—Spelling, Mathematics, Grammar and English composition are all brought in.

Their (the students) contracts are read and criticized. They find flaws in certain technicalities in English, they point out arithmetical errors. The students learn that the academic subjects are as important as their skill with tools in the shop.

Case III. A School Project (Building)—The work project used by Booker T. Washington in describing his work from 1885-1904.

An account of how the school industries combine their forces in a "common cause and the project sets in motion." The wheelwright, blacksmith, harness making departments construct and equip farm wagons for hauling, the brick masons turn thousands of bricks, do the plastering, carpentry, painting, tin-roofing, and repair work inside and outside of buildings.

Note: The term project used in description of Tuskegee teaching during the years 1885-1904.

The walls of the Tuskegee buildings show whether the brick mason has learned things about brick masonry or whether he has learned to be a brick mason.

The saw mill turns out lumber for the buildings.

Case IV. Chemistry and Physics—Chemical reactions in the shops and on the farm are studied . . . The artisan, with such knowledge, "grows and thinks and is not automatic." Soap polishes, lacquers and chemical cleaners are made. Questions with reference to the purity of flour, bran or baking powder; grade of fertilizer, disinfecting the sick room, destroying the cabbage devouring worm are answered by chemistry.

Physics compliments the use and care of machines, tools and shop operation.

Case V. Geography—Tuskegee is admirably fitted for the study of Geography, and every effort is made to make the teaching easily grasped. The industrial shops are always open to academic teachers and students. When the student takes up the subject of lumber, for example, he is able, by going to the shops, to understand the various stages through which the rough, uncut log must pass in order to make suitable building material. Then, too, the school grounds are put to excellent use. Various kinds of plant life are studied; hills, valleys, small water courses, examples of erosion, different kinds of soil, are seen on every hand. In connection with Nature Study and Geography, the pupils are urged to be on the alert to detect something new, something which they have seen often, but can afterward view in a new light because of the information obtained.

Case VI. Mathematics—The pupil is required to deal in things associated with figures rather than figures alone. For example, the carpenter must get the greatest common length of board from several different lengths without any waste: The dress-maker must find and use the smallest number of yards of cloth that suffice for making of dresses of different sizes. Mathematics is shown to be an instrument of economy. In fractions, estimates are made of the cost of bales of cotton at prevailing prices. The student is often required to weigh out in each case the amounts of various articles which can be purchased for given amounts of money. In compound quantities and in the various measurements, the student does the measuring. Yards, rods, tons of coal, and tons of hay are measured. In carpentering, he is required to witness the work in active operation. In percentage, problems which must be solved in the daily work the student is able to get from the industrial departments.

Case VII. Nature Study—Knowledge of things near at hand should be acquired first, and later of things more distant; a clear and definite acquaintance with home surroundings (plants, animals, minerals, natural phenomena, and the human body) is made the basis of the teaching as a foundation for more advanced study. In the assignment of work and selection of material for study, the special needs of special classes are kept in mind, the work being determined by the student's power of observation and interpretation. Subjects for study are selected largely according to the seasons. This work is conducted with reference to its correlation with geography, language, and other subjects. Field excursions, collecting and preserving specimens, and gardening of various kinds are prominent features of the courses in Nature Study.

Case VIII. Spelling—The lesson was correlated into building a chest. The instructor brought the chest to class with most of the tools and materials needed for its construction. He described the building of the chest, holding up each article as he dictated the word to be written by the students. Some of the words dictated were timber, pine, tools, glue, sprigs, moulding, miter, etc.

Case IX. The Practice Cottage—The practice cottage (established 1895) is described at length in "Working With The Hands". From the date of its establishment to the present time, this cottage has been a laboratory for unifying and applying the principles of home making. The students get practical application in group organization, financial management, records, housekeeping and hospitality and are supervised by a home economics instructor.

Case X. "The School A Community in which buildings can be erected, and finished, furnished and the table supplied the year round . . . Every detail of

work administration of a community of sixteen hundred people with their great variety of activities, becomes vitally important—part of the complete whole.”

Case XI. Exhibits and Correlation at Tuskegee Institute—Booker T. Washington took every opportunity in his writings and utterances to express his firm belief in the proper use of local material for objective teachings.

Years ago, during one of his famous Sunday evening talks, he called the audience's attention to the different agricultural exhibits installed in the hall ways of several main buildings.

He spoke of the educative value of exhibits, not only to the student body but the entire community. He emphasized the fact that these exhibits furnished valuable material for class room study.

He requested the teachers and students to study these exhibits carefully and be informed not only on the varied and valuable agricultural products of this section of the county, but especially those that the school is producing within its borders.

During the exhibit one found numbers of teachers and students distributed here and there taking notes.

The Academic Department had the following placard placed with each exhibit, illustrating the method of correlation. This placard contained the following

**These Products Are Being Made The Subjects
For Study By Students of the Various
Academic Classes
Oats**

(A Sample of the Method of Study of Each Product.)

1. Geography Classes—Oat Producing Sections of the country. Location. Surface. Soil Conditions.
2. Geography And Agricultural Classes Varieties.
3. Mathematics—Approximate Annual Yield in Various Sections. Total Annual Yield and Total Value.
4. Mathematics—Properties of Crop Used for Stock Feed and for Stock Reproduction. Also Proportion Used in Manufactured products.
5. Geography Classes—How Oats and Their Various Products May be used as Illustrative Material in Teaching.
6. Chemistry and Hygiene—Food Values. (a) For Stock. (b) For people.
7. Education Classes—How Oats and Their Various Products May be used as Illustrative Material in Teaching.
8. English Composition—History and Accounts of the Various Products.
9. English Classes—The Various Products of Oats as Material for Sentence Forms and Sentence Construction.
10. Botany Classes—The Grain Family to Which Oats belong, etc.

11. Economic Class—“The Worth While” of Oats Growing.

Another useful feature of the exhibit consists of “Bales” etc., illustrating the shape, dimension, and capacity of the various measures by which the yield of the several products is estimated and the commodity prepared for marketing. By this illustration a meaning is given and terms that are often used, but only vaguely comprehended. Each product also has its individual label, stating yield per acre, how soil should be prepared, time of planting and harvesting, amount of fertilizers used, and the percentage of its component parts. Also the market price of product.

Case XII. Tuskegee Institute Programs—Dr. Washington's theory with reference to rhetoricals is expressed in the following extracts from his writings and programs presented by the Tuskegee pupils.

Extracts from “Working With The Hands” (1904) by Booker T. Washington.

“The pupil obtains material for themes and debates from his experiences in shop and field and from literature technical to the subject. The themes are submitted for correction and in due course committed, and, after preliminary training, delivered at the monthly public rhetoricals of the class.”

In the preparation of a program like the following, considerable experience and research must necessarily be involved.”

SPECIMEN I

A Model Southern Farm

“It is this noble agriculture which feeds the human race and all its humbler orders of animated nature dependent on man.”

- Speech by Edward Everett
Overture Orchestra
1. Choosing and preparing the land.....Leon Harris
 2. The Crops Terry Hart
 - Song, “Old Folks At Home”A Middle Quartette
 3. Constructing the Farm House Alonza Fields
 - Duet Miss Young and Mr. Weaver
 4. Care of the Farm House—
 - (a) The Dining Room and Kitchen,
Miss Emma Smith
 - (b) Bedrooms and Parlour.....Miss Pearl Resseau
 5. The Kitchen Garden Cornelius Richardson
 6. The Poultry Yard and Contents,
Miss Stella Pinkston
 7. A Model Storage Barn Thomas Brittain
 8. The Farm Machinery William Lewis
 - Music—March Orchestra
 9. The Dairy Herd Mr. Wesley McCoy
 10. A Model Dairy Barn William J. Williams
 - Music—Polka Orchestra

“Exercise like the foregoing not only assist the Industrial Department in its work with the pupil but

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CAN THE BLACK MAN SUCCEED IN BUSINESS?

An Arresting Answer

REVEREND ROBERT H. W. SHEPHERD, Secretary South African Christian Council, Lovedale Institute, Lovedale, Cape Province, South Africa.

When one, traveling in the United States, goes south of the Mason-Dixon line, it soon becomes obvious to him that radical discrimination is more marked. Segregation of the races in trains and other public places is the order of the day. Yet it is in one of the Southern States that there has been given a most arresting answer to the question, "Can the black man succeed in business?" In the town of Durham, North Carolina, there stands a seven-story building which is the property of the North Carolina Mutual Life Insurance Company, a purely Negro-controlled concern. That company was founded in 1899 by John Merrick, a Negro, and so has had time to be thoroughly tested. The recent depression has found it completely sound.

When one enters the present building, which was acquired about 32 years ago, one finds it equipped, in all its six floors and basement, in the most modern fashion. A lift runs to the different flats. On each flat is a large suite of rooms, furnished with very up-to-date equipment and machinery. The ground floor is a bank. The top flat houses a printing-plant for the insurance company's own printing. The staff—all Negroes—numbers nearly one hundred. Outside throughout the country there is a staff of 400 or 500 agents, some on part-time but most on full time.

This insurance company is handling today over 200,000 life policies. There are policies running from 500 dollars to 10,000 dollars, the latter being the highest figure accepted. Industrial policies, which include sick benefit, endowment, whole life, etc., range in premiums from 5 cents to 50 cents weekly. Policies above 500 dollars have the distinction of being prepared by hand, in a script that is like print. The clerk who deals with this branch has for sixteen years been engaged on the same work, and his penmanship is the admiration of all who have come to know of it.

In the week ending 20th October, 1934—the week during which the writer visited the offices—2100 new policies were dealt with.

The Medical Department

An admirable feature is a medical department, served by a doctor and nurse. It is fully equipped with X-Ray, violet ray, Turkish bath and other plant. To this department policyholders may come once a year and be examined free. Should disease be incipient the patient is given treatment or advised how to act for the prolonging of life. Thus both patient and the insurance company may be benefitted.

The Forum

Every Saturday morning work ceases throughout the office at 11 a. m., and the whole staff gathers in

a large room for what is known as "The Forum." At this weekly gathering a selected speaker gives a talk, and some business affecting all the staff is transacted.

It was the writer's good fortune to be present when the head of the Company, Mr. C. C. Spaulding, was due to speak, and so it was possible to know something of the mind controlling this astonishing concern. While the staff were gathering, those present sang from a book containing prayers, hymns and songs, the familiar words of "Drink to me only with thine eyes," to the familiar tune! Then, all standing, the Lord's Prayer was chanted. This was followed by a hymn. (The mingling of religion and business seemed to be accepted as a perfectly natural matter.) A mere word of introduction from the Negro chairman who presided, and Mr. Spaulding was on his feet. The speech that followed was a revelation of business acumen, wit, humor and wisdom. He first read a passage from a book which he declared it was his custom to look at each morning. The passage was a parable telling of how an owl had deplored that the sun had ever been made; it seemed to him nature's great mistake, since it made weeds grow and was the mother of other calamities. The speaker closed the book, merely remarking as he did so that human nature also was accustomed to say that things it didn't like are bad.

In Harlem, New York

Then he began to tell of a recent visit he had made to New York, particularly to Harlem, the Negro section of the city. There he found thousands busy at all kinds of occupations. He had been grieved, however, because there was "too much criticism of the other fellow" by street corner orators and others. He had been specially hurt to find West Indians who had come into New York opposing the employment of those who were not wholly black but were brown or light colored. It was all symptomatic to him of the divisions that were retarding the progress of the Negro people.

He had found in Harlem many educational facilities, but he had also found the unemployment situation very grave. He had been waited on by scores of young people, graduates of Fisk, Hampton and other Colleges, who found themselves unemployed and could get nothing to do. People from the country were spending the night sleeping in shop doorways and other places. Yet despite the great need, "when one man starts to do anything, other people make sure he will not succeed." Frankness of speech marked the orator's progress—frankness concerning the designs of whites but no less concerning his own

race. "We comprise about one-tenth of the population of New York, but 25 percent of the delinquents taken before juvenile courts are Negroes." This was due partly to people leaving their children at home untended.

The Churches

Mr. Spaulding declared that he found people were going to the churches that were out of debt. Among the churches he had attended was one where the minister read his sermon, with his eyes fixed on the manuscript. The congregation instead of listening were turning over pages of their Bibles, or hymn-books, or were reading notes taken from their pockets. He went later to a baseball match and found 47,000 present, two-thirds of whom were Negroes. Not one of the crowd was reading a book!

He had found the Dunbar National Bank, New York, although a white firm, training Negroes as clerks. Out of a staff of 26 in the service of the bank, 21 are Negroes.

At Washington

Then the audience were transported to a scene witnessed at Washington. Representatives of seventy-five social organizations had been called to meet President Roosevelt. Mr. Spaulding had been impressed by the punctuality and businesslike methods of the gathering. At the minute appointed the meeting commenced, when Mr. Newton D. Baker introduced the President in a speech of five words, "Ladies and gentlemen, the President." President Roosevelt made a wonderful speech calling on social organizations to see that everyone in America has sufficient to eat throughout the winter. "His plan is to level the mountains and bring up the valleys. If every family had five thousand dollars, each could be comfortable and happy. This country will never be what it ought to be till everyone is comfortable and happy. Everyone has a right to be comfortable." He went on to refer to the fact that they were fortunately placed in Durham. There was not much unemployment. "We are fortunate and I wish us to know it. There is not a room vacant in Durham. The town is filled with people and most of those who want work can get something to do."

Business Conditions

Referring to the business of their own firm, the speaker declared that they were attracting the attention of people all over America. He would say to them, don't curse the whites all the time. Let the Negro people raise up themselves until they could demand something. Yet it seemed to him sometimes that only crazy persons can do anything worthwhile. "You must appear to others to be mad if you are to get anything done, a man in love is crazy. Does he not say to a girl, 'I am crazy about you.' You must be a fool to get on. I am crazy about this job I am doing. We have many blessings. Do we live up to our opportunities? Do we appreciate them to the extent that we are going to use them? I am anxious about steering straight and doing the right thing

more than about anything else, and so, with you, to build an institution here that will refute the statements that Negroes are not capable of carrying on a business like this."

Mr. Spaulding closed by announcing that the Company had collected 160,000 dollars more this year than for the same period last year.

A League

Before the meeting ended attention was directed to two huge placards showing different States in America as if they were engaged in a struggle for points. Each State had marks awarded to it according to the amount of business secured. On every "Forum" day the league tables are displayed and compared and a friendly rivalry engendered. Individual marks were also announced.

The proceedings closed with the whole company standing to repeat the words, "The Lord be with you when we are absent the one from the other."

A few minutes in the President's room and then one came down the elevator with the mind besieged by a host of impressions. There came back the remark made by the head of the company after the formal meeting was over that their success had been built up on inter-racial lines. For every three Negro policyholders there is one white. There came also his declaration that the Company had bought the present property thirty-two years ago when Durham had only 7500 inhabitants and that now it has its recognized place in the life of the community: "We have grown up with the whites. They are used to us doing business in competition with them." There lingered also his confession of faith that racial problems can only be settled in co-operation: "We must give and take, and sometimes give more than take." And through all was the thought of a land ten thousand miles away in which the Bantu must follow this lead and prove their equal capacity, so that men may no more ask with doubtful questioning, "Can the black man succeed in business?"

THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION will hold its Twentieth Annual Convention at Atlantic City, N. J., FEBRUARY 20, 21, 22 and 23, 1935. The theme of the Convention is: **GUIDANCE AT WORK.**

The aim is to make it a practical convention with demonstrations and discussion groups dealing with the problems which the counselors in the schools, colleges, social service agencies, and industrial establishments actually face.

This year the association will join with the following organizations who will be meeting at the same time:

- American College Personnel Association
- Institute of Women's Professional Relations
- National Association of Deans of Women
- National Federation of Bureaus of Occupations
- Personnel Research Federation
- Southern Woman's Educational Alliance
- Teachers College Personnel Association.

THE EDITOR'S PAGE

"SCHOOL MONEY IN BLACK AND WHITE"

Some startling facts were presented at the National Conference on Fundamental Problems in the Education of Negroes held in Washington, D. C., under the direction of Dr. Ambrose Caliver, May 9-12, 1934. Studies made by the Committee on Finance show:

"1. The South is poor compared with the rest of the country.

"2. While the South spends much less for education than the average for America as a whole, this is because of her general lack of wealth. Her school effort is great in proportion to her means. The South invests in public education an even larger percentage of her taxes and her total wealth than other parts of the country.

"3. But of southern school expenditures there is a shocking difference between the amounts provided for white and Negro children. . . .

"The South has an abundance of children but scant material wealth.

"While the South puts as large a percentage of her taxes and income into schools of the nation as a whole, nevertheless her school funds per child are less than half those of other sections of the country.

"Public school funds in the South are very unevenly divided between white and Negro pupils. Negro school children receive on the average only one fourth as much as the whites, one eighth as much as the average throughout the nation. In the deep South, colored children have less than one fifteenth the opportunity for education of the average American child.

"It may be fair in a democracy to expect the richer centers and sections to share the educational burden of the country as a whole. A national equalization of school expenditures would greatly benefit the poorer states. However, before those states can justify such an allotment they must in fairness equalize the use of school funds in their own systems.

"Any Federal funds which are or may be made available for public education should be so distributed as to guarantee equity and to correct the present glaring inequalities in the use of school funds between the children of the different races."—*From "School Money in Black and White" published by the Julius Rosenwald Fund.*

REGIONAL CONFERENCES

At a meeting of the Executive Committee of the National Association held early in the fall, it was decided to hold conferences in the six regions of the

Association during the year 1934-35. These conferences will serve as a follow-up of the National Conference on the Fundamentals in the Education of Negroes held in Washington last spring. The Association hopes to cooperate with Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, U. S. Office of Education. The Objectives of the National Conference are printed elsewhere in this issue of The Bulletin.

President Wilkinson has appointed the following committees to serve during the year 1934-35:

Committee on Legislation.

Committee on Resolutions.

Necrology Committee.

Committee to Compile History of the Association.

Committee to Appeal to the Federal Administration to authorize issuance of a Postal Stamp bearing likeness of Frederick Douglass or Booker T. Washington.

These committees will work throughout the school year and present reports at the Tallahassee meeting. Congress and most State legislatures will be in session during the winter and it is the plan of the Committee on Legislation to make an approach towards the securing of more adequate educational facilities for Negroes through congressional and legislative enactments. Auxiliary committees will be formed in each state, whose duty it will be to make contacts with delegates in their respective states. It is the aim of the Association to bring the cause of Negro education to the attention of the elected representatives of the people in each state that has a dual school system authorized by legislative enactment. Teachers and others interested in the education of Negroes may render a distinct service by seeking the cooperation of influential citizens in the prosecution of this program.

(Names of persons serving on the above committees appear in another column of this issue.)

Reports received in the Executive Secretary's office show that the following state associations have adopted the **Montgomery Plan of Membership**, to become effective after the Tallahassee meeting: **Maryland and Delaware.** West Virginia adopted the plan subject to a referendum to the teachers.

Six-hundred and eighty (680) teachers in **Baltimore** joined the National Association of Teachers in Colored Schools in July. This is the second large city to enroll all of its teachers and school employees, including director and supervisors, in the N. A. T. C. S.

ACTIVITIES

Mr. Vincent Harris, Executive Secretary of the Georgia State Teachers Association, Brunswick, Georgia, has accepted the chairmanship of a committee to promote the interest of the National Association of Teachers in Colored Schools in Georgia. Mr. Harris has selected the following persons to serve with him on this Promotion Committee:

F. R. Lampkin, President Georgia State Teachers Association, Columbus, Georgia; H. A. Hunt, FCA, Washington, D. C.; R. W. Gadsen, Savannah; L. L. Isom, Waycross; Alva Tabor, Fort Valley; L. S. Mollette, Ft. Valley; S. Q. Mitchell, Cordele; Aaron Brown, Forsyth; J. W. Holley, Albany; Mrs. Vincent H. Harris, Brunswick; Robert H. Perry, Jr., Moultrie; W. A. Robinson, Atlanta.

Mr. Harris has chosen as a slogan for the committee: "Every teacher in Georgia a member of the N. A. T. C. S."

Dean E. P. Davis, Howard University, Vice-President of the Fifth Region of the National Association of Teachers in Colored Schools, has invited the following persons to serve as an Advisory Committee to promote the cause of the Association in his region:

M. Grant Lucas, Washington, D. C.
George B. Murphy, Baltimore, Md.
Montgomery Gregory, Atlantic City.
J. H. N. Waring, Downingtown, Pa.
Clarence B. Whyte, Philadelphia.
R. S. Grossley, Dover, Delaware.
Benjamin Locke, New York City.

Dean Davis directed the first regional conference held by the Association last spring in Baltimore.

W. H. Fouse, Vice-President of the Fourth Region, held a conference of educators from Ohio, Kentucky, West Virginia and Indiana at Covington, Kentucky, on December 15. A great deal of interest was shown and plans were made for an active campaign for memberships. Professor Fouse is making vigorous efforts to enlist the support of teachers in his region in the cause of the N. A. T. C. S.

C. S. Long, who for a number of years served as principal of the Booker Washington High School Pensacola, Florida, has resigned in order to accept the presidency of Edward Waters College at Jacksonville, Florida. The Bulletin wishes President Long success in his new field.

William M. Cooper of Hampton Institute Virginia, has been appointed a Federal district supervisor of adult education for Negroes in Virginia; and is to assist in the organization and supervision of adult classes. This work will be carried on in connection with his regular duties as Director of Extension at Hampton Institute.

Mr. Cooper is a life member of the Association and is one of our most active workers in Virginia. The Bulletin wishes him success in his new position.

Under the new school set-up in West Virginia, the County Unit Law provides that in each county where there are fifty or more Negro teachers, the board of education of that county may employ a member of the Negro race as Assistant County Superintendent of Schools. Under this law, the following persons have been appointed:

L. A. Toney, Fayetteville, Fayette County, W. Va.
A. H. Calloway, Charleston, Kanawha County.
J. S. Saundale, Bluefield, Mercer county.
L. A. Watkins, Welch, McDowell County.
J. B. Elliott, Beckley, Raleigh County.

These assistant county superintendents are enthusiastic supporters of the National Association and each of them is making an effort to secure a one hundred per cent enrollment of the teachers under his direction.

W. E. Anderson, Principal of the Okmulgee, (Oklahoma) High School, and Chairman of the Oklahoma Promotion Committee of the National Association, is making a strenuous effort to secure support for the Association from teachers in Oklahoma. Teachers in the Okmulgee schools have enrolled 100 per cent.

The next issue of The Bulletin will carry a list of schools that have enrolled 100 per cent in the Association this year.

Dr. Monroe N. Work, Director of Research, Tuskegee Institute, Alabama, who has served as Secretary of the Trustee Board of the National Association of Teachers in Colored Schools since the creation of the Board, retired from this position at the Baltimore meeting of the Association. Dr. Work was one of the founders of the organization, has been an earnest worker for its success throughout the years of its existence, has contributed time and money towards the carrying out of its program and has always maintained a constructive attitude towards the education of Negro youth. He believes that ultimately the Association will be a strong influence in placing the education of Negroes on a basis that will guarantee to them equality of educational opportunity.

Because of his increasing duties as Director of Research and Editor of the Negro Year Book, Dr. Work regretfully relinquished his position as secretary and member of the Board. His wise counsel and leadership will be missed by the Board. They wish for him abundant success in the field to which he has made such a splendid contribution to the race.

Miss Fannie C. Williams, Principal of the Normal School, New Orleans, and Past-President of the Association, succeeds Dr. Work as a member and secretary of the Trustee Board. She comes to this position with splendid qualifications for effective service.

N. A. T. C. S. COMMITTEES

Committee on Legislation

F. M. Wood Chairman.....	Baltimore, Maryland
H. H. Long.....	Washington, D. C.
Carrington L. Davis.....	Baltimore, Maryland
Joseph C. Parks.....	Bryans Road, Maryland
S. Marcellus Blackburn.....	Dover, Delaware
T. I. Brown.....	Washington, D. C.
Joseph H. B. Evans.....	Washington, D. C.
Wm. M. Cooper.....	Hampton, Va.
Robert P. Daniel.....	Richmond, Va.
J. M. Gandy.....	Petersburg, Va.
Fred R. Ramer.....	Martinsburg, W. Va.
Mrs. M. M. Bethune.....	Daytona Beach, Fla.

John A. Hodge.....	Kansas City, Kansas
J. H. Ingram.....	Frankfort, Ky.
Gobert T. MacBeth.....	Baltimore, Md.
J. Arthur Turner.....	St. Louis, Mo.
Anna J. Walker.....	Biloxi, Miss.
Mrs. Jessiemae G. Harris.....	Cincinnati, Ohio
William C. Paul.....	Magnolia, N. J.
A. D. Bluford.....	Greensboro, N. C.
W. E. Anderson.....	Okmulgee, Okla.
Leslie Pickney Hill.....	Cheyney, Pa.
Mrs. M. Alice LaSaine.....	Charleston, S. C.
James L. Buckner.....	Memphis, Tenn.
Mrs. Ellie Walls Montgomery.....	Houston, Texas
Mrs. Kate Gilpin Colson.....	Richmond, Va.
Mrs. E. V. Ellis.....	Oak Hill, W. Va.

Committee on Resolutions

Rufus E. Clement, Chairman.....	Louisville, Ky.
M. Grant Lucas.....	Washington, D. C.
John W. Davis.....	Institute, W. Va.
J. R. E. Lee.....	Tallahassee, Fla.
Mrs. Charlotte Hawkins Brown.....	Sedalia, N. C.
Thos. E. Jones.....	Nashville, Tenn.
J. R. Webb.....	Laurel, Del.
J. C. Burgess.....	Orangeburg, S. C.
H. Councill Trenholm.....	Montgomery, Ala.
T. W. Pratt.....	Dallas, Texas
P. J. Hill.....	Trenton, N. J.
W. J. Hale.....	Nashville, Tenn.
Nannie C. Day.....	Tulsa, Oklahoma
Fannie C. Williams.....	New Orleans, La.
Mrs. Ada S. Woodard.....	Pine Bluff, Ark.
Clement Richardson.....	Topeka, Kansas

Committee to Compile History of the Association

J. R. E. Lee, Chairman.....	Tallahassee, Fla.
J. M. Gandy.....	Petersburg, Va.
R. R. Wright.....	Philadelphia, Pa.
John Hope.....	Atlanta, Ga.
C. J. Calloway.....	Tuskegee Institute, Ala.
R. S. Crossley.....	Dover, Del.
W. W. Singleton.....	Chattanooga, Tenn.
W. T. B. Williams.....	Tuskegee Institute, Ala.
M. W. Dogan.....	Marshall, Texas
J. S. Clark.....	Baton Rouge, La.

Committee to Appeal to the Federal Administration to Authorize Issuance of a Postage Stamp

Bearing the Likeness of Frederick

Douglass or Booker T. Wash-

ington

Necrology Committee

Inez Labat, Chairman.....	New Orleans, La.
Odessa McKinney.....	Birmingham, Ala.
Charles L. Williams.....	Fort Smith, Ark.
H. A. Haynes.....	Washington, D. C.
George E. Dredde.....	Bridgeville, Dela.
C. S. Long.....	Jacksonville, Fla.
Mrs. Angeline D. Smith.....	Forsyth, Ga.
H. T. Tatum.....	Gary, Indiana

J. W. Scott, Chairman.....	Cincinnati, Ohio
Ambrose Caliver.....	Washington, D. C.
Dwight O. Holmes.....	Washington, D. C.
N. C. Newbold.....	Raleigh, N. C.
M. Grant Lucas.....	Washington, D. C.
Arthur D. Wright.....	Washington, D. C.

OBJECTIVES ADOPTED BY The National Conference on Fundamental Problems in the Education of Negroes

WASHINGTON, D. C., MAY 9-12, 1934

In view of the fact that in many States Negroes are forced by law to attend segregated schools which are almost invariably inequitably provided and maintained, and because of the inadequacy of these schools to serve the purpose of education in a democracy, and in order that equality of opportunity may be offered to all Americans, and in order that the Negro may meet effectively his obligations as an American citizen, and in order that America may have the benefit of those varied contributions possible only when the members of all races are allowed the fullest development, the following fundamentals in the education of Negroes are proposed by this Conference:

I. Ultimate Educational Objectives and Ideals.

- A. HOME LIFE.—Equal economic opportunity, and political and social justice for all, which will make possible the realization and maintenance of home and family life in keeping with American ideals and standards.
- B. VOCATIONS.—Adequate provision for professional and vocational education, and guidance; conducted by properly trained persons; and varied according to individual interests and abilities.
- C. CITIZENSHIP.—Full participation in all phases of life in accordance with the highest ideals and practices of good citizenship.
- D. RECREATION AND LEISURE.—Adequate provision for wholesome recreational activities, and adequate training for the better use of leisure time.
- E. HEALTH.—Healthful living and working conditions, and adequate health service and health education.
- F. CHARACTER.—The ability and disposition to make wise choices in the various life situations.

II. Immediate Educational Objectives and Ideals.

- A. AVAILABILITY OF EDUCATION.—Schools and colleges available and accessible for all Negro children, adequate in length of term, number of teachers, curriculum offerings, equipment, and facilities.
- B. TEACHERS AND TEACHING.—Selection, training, compensation, tenure, and working conditions of teachers in keeping with the highest standards of professional growth and leadership in recognition of their outstanding importance in the education of Negro children and in the leadership of Negro life; and the acceptance of the responsibility by all teachers of Negro youth

to teach the fundamental principles and issues underlying our economic and social order.

- C. FINANCIAL SUPPORT.—Adequate financial support of schools for Negro children, equitably distributed, and intelligently administered, with full recognition that there can be but one standard of adequacy.
- D. ADMINISTRATION.—Larger participation in the administration and control of schools by intelligent representatives of the people served; and curriculum differentiation and adaptation based on needs rather than on race.
- E. SEGREGATED SCHOOLS.—Discouragement of and opposition to the extension of segregated schools.

In the foregoing statement of objectives and ideals, the principle of the single standard should apply.

The National Conference on Fundamental Problems in the Education of Negroes met in Washington, D. C., May 9 to 12, 1934. Called by the Secretary of the Interior, the Honorable Harold L. Ickes, the Conference was under the general chairmanship of the United States Commissioner of Education, Dr. George F. Zook, and the direction of Dr. Ambrose Caliver, Federal Specialist in the Education of Negroes. Persons registering numbered 1030, of whom 501 were out-of-town delegates. The purpose of the Conference was to consider the special and peculiar problems involved in the education of Negroes which arise from their economic and social status. The work was performed by fourteen committees over a period of several months.—Reprint from Report of Conference.

STATE ASSOCIATION OFFICERS

Many requests come to The Bulletin for the names and addresses of officers of state associations. It would facilitate much correspondence if the secretaries of these associations would send to us the names and addresses of the officers. The Bulletin will be pleased to carry a directory of state associations.

BOOK REVIEWS edited by V. V. Oak of Cheyney Teachers College, Cheyney, Pennsylvania, will be an added feature of each issue of The Bulletin. Mr. Oak is well qualified to give interesting reviews of books on education and current literature. Many teachers will welcome this innovation.

THE EDUCATIONAL PHILOSOPHY OF BOOKER T. WASHINGTON

(Continued from Page Seven)

offer admirable academic training in English and practical elocution. Besides the discussion relative to industrial pursuits, the pupils consider questions important to them as future citizens and men of business. This phase of the English work trains the pupil to vigorous methods of reasoning."

Specimens of programs for more recent years 1923 through 1928 follow as evidence of the application of Booker T. Washington's rational ideas on this public event.

SPECIMEN II

SECOND YEAR RHETORICALS

Auditorium of Tompkins Hall

"USING WHAT WE LEARN AT TUSKEGEE INSTITUTE"

A Radio Demonstration

SPARTAN '25

March 7, 1923, 7:30 P. M.

Tuskegee Institute, Ala.

Designed and printed by William S. Carson and
Robert L. Nelson

PROGRAMME

1. A Surprise Feature
2. A Brief History of Radio Percy Russell
3. Radio Broadcasting Explained,
Edgar T. Rousseau
4. Music Broadcasted Class Orchestra
5. Radio Receiving Explained Thomas Hightower
6. Radio On The Farm Nathaniel Calloway
7. Broadcasting A Farm Talk Zeater Marquis
"Milk From The Cow To The Market, The
Tuskegee Way".
8. Cornet Solo Broadcasted Charles Jennings
"Ave Maria", Shubert
9. Radio in The Home Rowena Mathias
10. A Home Talk Broadcasted Lula Clayton
"Some Points In Making The Kitchen
Comfortable"
11. Music Broadcasted Class Quintette
12. Radio In The School Edna Wright
13. An Educational Feature Broadcasted,
William Sconiers
"A Section of Dr. Moton's Scotland Address"
14. A Vocal Solo Broadcasted Lillian Barnett
"If Winter Comes", Tennent

SPECIMEN III

PUBLIC RHETORICALS INSTITUTE CHAPEL

Saturday Evening, April 4, 1925, 7:30 o'clock

A Practical Demonstration of The Training Received
by the Students of Tuskegee Institute

(Form of Program)

PROGRAMME

- Selection Orchestra
Melody School
"Constructing a Flue for a Fire-Place."—Henry
Morgan. Fourth Year. The course in Brickmasonry
covers three years and included cement-work and
plastering. One hundred and twelve students are
enrolled in the course this year.
Melody School
"Caring for the Clothing of the Home"—Ella Latimer
Fourth Year. The course in Home Economics
includes all phases of home-making. Every girl
in the Institute, whatever her grade, is required
to take some part of this course. There is a great
demand for teachers and demonstrators in Home
Economics.
Melody School
"Agricultural Chemistry and Its Application to
Practical Farming" Nathaniel Calloway
Fourth Year. Agriculture is an extensive field,
and students generalize or specialize in the
courses. The department aims to prepare leaders,
demonstrators, and teachers of the farming in-
dustry.
"The Development of Negro Music"—Marion Britton
Fourth Year. Negro Music is winning an ever
widening appreciation from music lovers as well
as from professional musicians. Negro composers
are using the folk songs of their own people for
the inspiration of musical development as the black
man sees and feels it. The numbers which follow
represent the several stages in the development of
this music.
a. "To Walk in Jerusalem Just Like John".....School
b. "Run to My Lord" Boys Chorus
c. "I'm Troubled in Mind" Solo
d. "Listen to the Lambs"—Dett Choir
e. "Song of the Shrine"—Dett Piano
f. "Humoresque"—Coleridge Taylor Piano
g. "Nobody Knows The Trouble I See"..... Octet
h. "I Stood on de Ribber of Jordan" Solo
i. "Been Down Into the Sea" School
Alumni Address Mr. J. H. Michael, Class of 1892
Principal of Hill Street School, Asheville, N. C.
Closing Remarks Principal R. R. Moton

Tuskegee Institute Press—1925

Correlating School Activities

In calling the students' attention to the exceptional
methods or devices current in Tuskegee school life,
the following was used:

SPECIMEN IV

THE CONVENIENT HOUSE Reflecting Our Industries "Peerless '26"

Friday evening, March 28, 1924

Auditorium, 7:00 o'clock

PROGRAM

Selection	Orchestra, C. N. Greene, Printer
Suggestions For a Convenient House,	M. Starks, Home Econ.
Changing Suggestions Into Plans,	R. W. Wells, Architect
Laying the Foundations.....	O. Owens, Brickmason
Framing the House	W. H. Stewart, Carpenter
Selection	Orchestra
"Roughing In"	H. Palmer, Plumber
Eliminating Drudgery	W. C. Grant, Electrician
Harmonizing the Inside Finish....	T. Freeney, Painter
Selection	Girls' Chorus
Making the House into a Home—	
a. F. Richardson, Homecrafts	
b. B. Greene	
c. D. Gordan, Laundry	
d. M. Evans, Dressmaking	
e. E. Jones, Dressmaking	
Selection	Boys' Quartet
Opening the House—	
a. The Invitation	L. Upshaw, Dean's Office
b. The Refreshments.....	F. Ellis, Domestic Science
"Out-doors"—	
a. The Front Yard	I. Grain, Agriculture
b. The Chicken Yard	A. Hurst, Agriculture
c. The Kitchen Garden....	O. Matthews, Agriculture
Solo—"Thank God for a Garden"	Inez Harper
Catherine Moton, Accompanist	
A Heap O'Livin'—Edgar Guest	Alethia Evans
Selection	Orchestra

SPECIMEN V

PROGRAMME

AWARDING SPECIAL
TRADE CERTIFICATESin the
MECHANICAL DEPARTMENT
of theTUSKEGEE NORMAL AND INDUSTRIAL
INSTITUTE

Assembly Room, Building A

Boy's Trades Building

Friday, May 21, 1926

SAGE HALL

Scenes: Illustrating the Allied Building Trades in
construction of the Boy's Dormitory, Tuskegee
Institute.

Place: Office of the Architect and Builder.

CHARACTERS

Architect and Builder	Robert W. Wells
Contractors	
Carpenter	G. W. Butler
Carpenter	H. M. Griffin
Carpenter	B. H. Reddick
Cement Finisher	Palmer Goree
Electrician	E. G. Smith
Brickmason	J. H. Gadberry
Plumber	H. B. Hudson
Plumber	P. A. Smith

Sheet Metal Worker	Milton Harris
Steamfitter	Askew Lawrence
Plasterer	M. L. Lewis
Tilesetter	A. R. Meadows
Painter	Turner Freeny
Visiting Architect and Builder	John James
Office Boy	Shelby Wilson

Theme: John James, visiting architect and builder, has a contract to erect a new boys' dormitory at the Berry School in Georgia for the mountain poor whites, to replace the one recently destroyed by fire. This dormitory is to be built by student labor. He has heard about the new boys' dormitory, Sage Hall, at Tuskegee Institute; that it was constructed with student labor, etc.; that the various operations were contracted by the various mechanical divisions of the Institute. His visit is to get as much information about the construction as possible, at first hand.

Case XIII. Commencement Day—Commencement Day is a "Big Event" with country folk. They come on foot, horse-back, mule-back, in buggies, wagons and automobiles.

The old hitching ground, with its countless human beings, horses, mules wagons, buggies and automobiles, reminds one of a camp meeting.

Among these myriads of rustic people are fond parents, grandparents, aunts, uncles, cousins and friends who have come to see their relatives get that "piece of paper".

This is sufficient to demonstrate the consistency of Booker T. Washington's philosophy. In a report to the Trustees 1914, he said of the Tuskegee Commencement: "One of the problems that constantly confronts us is that of making the school of real service to these people on this one day when they come in such large numbers. For many of them it is the one day of the year when they go to school, and one ought to find a way to make the day of additional value to them. I very much hope that in the near future we shall find it possible to erect a large pavillion which shall serve the purpose of letting these thousands see something of our exercises and be helped by them."

Other cases in connection with the Farmers' Conferences, the Workers' Conference; the Short Course for boys and girls; the Movable School; the National Negro Health Week; the annual 4-H Camp were initiated and developed after an intimate study of the living conditions and needs of his people—whether it be curriculum construction or any of the extension activities Booker T. Washington became an analyst of human nature and of human affairs. He selected the curriculum directly from real life in terms of the range of skills, abilities, forms of thought, valuations, ambitions, for the effective performance of vocational labors, for civic activities, health activities, recreation, language, parental, religious and social activities.

The Negro Teacher and a Philosophy of Negro Education

(Concluded from Last Issue)

AMBROSE CALIVER

Necessary facts available. There are many scientific studies of various phases of Negro life which may furnish the necessary facts upon which to base a sound and feasible philosophy and program of Negro education. Among them may be mentioned the statistical studies of Tuskegee Institute; the contributions of the College of Education of Howard University; studies made by the staff members and students at Fisk University, the University of North Carolina, and Peabody College; contributions of the Southern Interracial Commission and some of the philanthropic foundations; the findings of the President's Committee on Social Trends, as well as reports and publications of other organizations such as the Association for the Study of Negro Life and History, the National Urban League and the National Association for the Advancement of Colored People; and finally Government publications, especially those of the Census Bureau and the Office of Education.

Negro teachers should become familiar with these bodies of information; and institutions for the training of Negro teachers should make them available to prospective teachers and see that they develop the knowledge and skill in an effective use of them.

Schools for Negroes Need Reorganization

Moreover, certain defects in these institutions should be corrected. Recent studies show great heterogeneity in practically every phase of their work and a lack of coordination between their educational programs and the needs of the school and the race.¹

Negro teacher-preparing institutions must bring order out of confusion as far as their own curriculum offerings and practices are concerned if prospective Negro teachers are to have unified grasp of the various bodies of human knowledge to which they are exposed, and if they are to develop a philosophy which will underly and animate their teaching.

Individual and Group Action Needed

The offensive against a society which is morally bankrupt, mentally confused, and spiritually disintegrated must be made on a broad front. Every individual Negro with any race pride, patriotism, and vision should have his imagination fired by the opportunity to participate in so challenging an enterprise.

The opinions of some persons to the contrary notwithstanding, I believe the fortunes of Negroes are tied together; and that our largest good will be

realized by united, determined, and courageous action resulting from a gradual, sane, intelligent, and scientific approach.

We must remember that the chief characteristic of a culture is that its fundamental and motivating beliefs, aspirations, and patterns are held in common by large groups, and that those large groups begin with a few persons. One individual here, a small group there, and another individual or small group somewhere else. Their intercommunication finally results in a community of ideas and beliefs, which, likewise, eventually unites with another similar group, until the spreading ideas, attitudes, beliefs, and patterns become the dominating culture pattern of the race.

Challenge to Negro Teachers Organizations

Does not this offer a challenge and opportunity to the National Associations of Teachers in Colored Schools, and to State and local teachers associations? Not only that, it is a direct challenge to every individual teacher to start where he is and to begin to find ways and means of realizing our goals. The way is hard, but the awards are rich. Moreover, it is a matter of enlightened self-interest—we cannot save our own lives except as we lose them in the great struggle for the life of mankind.

CONCLUSION

Our goal is a philosophy of education and life. But we cannot pursue our goal without reference to the road which leads to it and the obstacles which must be encountered. We have attempted here to make only a brief sketch of the pathway along which we must travel and to suggest an approach to some of the problems involved. There are certain dangers in the program outlined here, as is true of every step taken toward social and moral advancement.

To attain the desired goals Negroes must not only appropriate the solid values of modern civilization, but they must also avoid, as far as possible, its errors, shams, and defects. While applying scientific procedures to their education they should attempt to escape the pitfalls of "compartmentalism," unwarranted speed, and materialism. In addition, while endeavoring in every possible way to improve their condition and to become full fledged-citizens of our democracy, they must not be blind to the peculiar problems facing the Negro at present. Moreover, they must bring to their tasks sound principles of the fundamental values of life and a high conception of the aims and purposes of living. And, they must be imbued with the true meaning of confidence, goodness, truth, duty, service, loyalty, home, and love.

¹Caliver, Ambrose. Education of Negro Teachers in the United States. Op. cit.

Negro teachers should take the initiative in this movement and assume a leadership which will be based on informed intelligence, critical evaluation and moral purpose.

While to many the road may appear dark now, it will become clearer as we proceed; and many supposed hindrances will prove only imaginary. More importantly, we shall become so intrigued with the adventure and the journey will become so fruitful of achievements and results that we would not turn back if we could. And, we shall find ourselves on a continuous exploration, the goals of which expand and extend as the pursuit advances, and the unified and integrated personalities of the participants, both individual and group, will send their beneficent influence in ever widening circles throughout the race and the Nation.

PUBLIC EDUCATION AND THE ECONOMIC CRISIS

(Continued from Page Four)

Parents think of school in terms of teachers and classrooms. Home—classrooms—needs—problems—school history—services—significance—costs—all should be explained to the public over and over again. The adequacy of schools in any period depends on public understanding and appreciation of their needs and value.

2. The economic crisis is the teachers' opportunity to interpret the larger meaning of public education in the life of the State and the Nation. It is the bedrock of our democratic institutions of government.

3. To develop in each school district an adequate program of public relations. "The people must know more about the purpose, value, conditions, and needs of their schools. They must be shown again the vital part the institution plays in the future of their children and in the maintenance of the democratic social order. Unless this program of community education is objectively developed and maintained, free from all individual or group selfishness, the public schools will make slow progress in returning to normal conditions."

4. To meet unfair propaganda with wise education of the public in the actual facts.

5. To meet the situation with offensive, not defensive, tactics.

6. To render even more efficient service. Always to be better prepared than formerly. To develop new techniques to meet new situations.

7. To cooperate with the Government. Help bring about economic recovery.

8. To assist in all worthy charities and philanthropies to relieve children from hunger, cold—to see that they have shoes and clothing and medical care. No need that any child should go hungry or without the proper shelter and clothing.

9. To interpret the present economic crisis as meaning increased leisure Education for leisure imperative.

10. To give vocational education and guidance positions of increased importance.

11. To set the educational house in order. Re-emphasize the human and spiritual values. In the face of unemployment and plenty—give more attention to the human, intellectual and spiritual aspects of life. Let our leadership in education be away from the narrow academic view to the larger social view.

12. To face the practical problems of school administration and business economy in the management of school affairs.

a. No backward steps. Cannot neglect the educational interests of a rising generation.

b. Education is not to be subordinated to any other state or national enterprise.

13. To sound always a note of hope and faith and optimism.

14. To renew our faith in the destiny of our Nation.

My faith is in a greater and better America grounded in the principles of true Democracy, according to all of her citizens the rights and privileges of citizenship, with public education universally approved, and unselfishly provided, on a basis of equality and justice.

What is your faith?

DR. R. R. MOTON

News of the resignation of Dr. R. R. Moton, president of Tuskegee Institute, on account of ill health, was received with general regret. Dr. Moton has made a distinct contribution to the education of the Negro both as a member of the faculty of Hampton Institute, and as president of Tuskegee Institute since the death of Booker T. Washington in 1915. Tuskegee Institute, under Dr. Moton's guidance, has grown. The plant has been enlarged, the faculty and student body increased in large proportions, and the influence of the institution throughout the South has been marked.

Dr. Moton has been able to interpret to the whole country the idealism of the Negro race. His plea for friendliness, fair dealing, and an opportunity for the Negro to take his place as an American citizen has been effective. The stand taken by him in the Veterans' Hospital Case brought peace out of a difficult situation and tended to create a better understanding between the races. The friends of education regret his retirement and wish for him many years in which to enjoy the fruits of his labor.

FIVE POINT PROGRAM ADOPTED BY THE N. A. T. C. S.

Preamble

The National Association of Teachers in Colored Schools is dedicated to the proposition that equal educational opportunities shall be provided for all the children of all the people of our great nation; it does not subscribe to separation in education nor in any other phase of our common national interests, but it does recognize in certain sections of our country the actual existence of separation established by law; it is dedicated to the proposition, therefore, that so long as separation on the basis of race does obtain the law, the following policies or principles shall determine its action:

1. In the distribution of public tax funds and all other funds used for educational purposes, it insists that such distribution should be made on an equitable basis without regard to race

2. The Association believes it is the duty of the state to provide funds for the general education of all its people, but to the extent that the state is unable to provide sufficient funds for general educational purposes, it subscribes to the principle of federal subsidy toward the equalization of educational opportunity for all, as within and among the states, territories and the District of Columbia, provided that such federal subsidy shall be distributed by the Office of Education of the Department of the Interior, on the basis of evident needs without regard to race, and provided further that the Office of Education shall require the states so subsidized to render an accounting of these funds.

3. The Association stands for a single salary schedule and for tenure for all teachers, each applied without regard to race or sex, and based solely upon training and experience.

4. The Association is convinced that the overcrowded conditions existing in many colored schools, the lack of an adequate number of teachers, and the lack of sufficient buildings and equipment to meet the needs of the colored school population, constitute a distinct menace to our democratic institutions.

5. The Association advocates the inclusion of stories of Negro life and history in school readers and general literature adopted for use in public and private schools, so as to develop an appreciation of Negro life and of the Negro's contribution to civilization; it urges also the exclusion of all material used in public schools that gives an unfavorable impression of, or develops prejudice against, any race.

Plan of Membership Adopted by Delegate Assembly of the N. A. T. C. S. in Baltimore

1. The president and secretary of every state teacher organization and of every large local teachers organization that accepts this plan shall become members of the General Council of the National As-

sociation of Teachers in Colored Schools by virtue of their election to their office in their state or local association. They shall replace the state representatives now set up in the General Council.

2. A fee of 50c per member will be collected in each state organization which adopts this plan. This 50c will be collected from every member of the state or local organization to be turned over to the secretary of the N. A. T. C. S. by the officers of the state or local association. This 50c will be a full annual paid-up membership in the N. A. T. C. S. This 50c N. A. T. C. S. fee will be collected from every member of the state or local organization at the same time the annual state or local fee is collected.

Persons who are not members of their state or local teachers association or who reside in states which do not adopt 50c membership plan will pay annual membership fee of \$1.50.

Libraries, societies, etc., will pay an annual membership fee of \$1.50.

3. It will be the duty of the general council annually to select one topic for investigation. The topic shall deal with some problem given to all the states having dual systems of education or some problem highly important in the field of education. A topic for investigation may be continued for more than one year if the General Council so decides.

4. There shall be an annual publication of the study which will be decided upon by the General Council and a copy of the publication will be mailed to every member of the National Association of Teachers in Colored Schools.

5. This plan should be submitted to the various state and local associations at their next meeting for ratification, approval or disapproval.

The President and Executive Secretary shall select two persons in each state to present this matter to their state associations and make report of the decision of the state association to the Executive Secretary.

6. The next annual meeting of the N. A. T. C. S. shall canvass the result of the action of the various state and local associations in their consideration of this plan, and if enough favorable action has taken place they shall present the plan to the Delegate Assembly of the N. A. T. C. S. for definite action.

Should a sufficient number of states adopt this plan, the Association meeting of Tallahassee, July 30, 1935, will ratify it and thereafter each state in collecting membership for its own association will collect 50c from each of its members for the National Association. The state affiliating will be entitled to representation in the Delegate Assembly and General Council. Each member in a state affiliating will receive the Bulletin. In states that do not adopt this plan and in states where there are no state or local associations, the National Association membership fee will continue at \$1.50.

NATIONAL OCCUPATIONAL CONFERENCE

522 Fifth Avenue
New York City

Educators interested in problems of occupational adjustment will be interested to know of the services available to them through the National Occupational Conference, which provides for educational institutions, libraries, and other interested organizations, a consulting service regarding the theory and practice of vocational guidance, and the results of research in occupational adjustment. Upon request, a staff officer of the Conference will visit local institutions for consultation regarding the organization of work designed to contribute to the better occupational adjustment of more than one person. The Conference will contribute the services of staff officers for such trips, but will expect local institutions to defray the necessary expenses. No charge is made for any assistance which can be given by mail. The work of the Conference does not include counseling with individuals regarding their personal occupational problems.

Single copies of the following mimeographed bulletins are distributed without charge:

A short list of books on the theory and practice of vocational guidance.

A short list of books on college personnel work.

A short list of textbooks for courses in occupations.

A short list of references on guidance through the home room.

Occupational research.

Suggestions to students who are to interview workers.

Suggestions for group conferences on occupations between students and workers.

A short list of colleges which offer training courses for guidance workers.

A number of subsidized publications are sold at the cost of printing and distribution. They include:

Books About Jobs by Willard E. Parker. An annotated bibliography of 8,500 references to literature describing occupational opportunities (in press) \$3.00.

Occupational Trends in New York City by Walter V. Eingham. A 32 page report on changes in the distribution of gainful workers, 1900 to 1930. Profusely illustrated 50c.

Occupations, the Vocational Guidance Magazine, a semi-technical journal for counselors, teachers, and administrators. Issued nine times a year; annual subscription \$3.50. Special numbers as follows:

"Studies in Occupational Distribution and Trends." A symposium edited by Walter V. Eingham and Harold F. Clark. February 1934, 50c.

"New Frontiers in Guidance." Explorations and Discoveries as Reported by the Western Guidance Conference. March 1934, Section Two, 50c.

"Analysis of the Individual." A symposium edited

by Donald G. Paterson. April 1934, 50c.

"Analysis of Occupations." A symposium edited by Morris S. Viteles. June 1934, 50c.

"Mental Hygiene." A symposium edited by Frank J. O'Brien, George K. Pratt and Ira S. Wile. November 1934, 50c.

For any of the above, address National Occupational Conference, 522 Fifth Avenue, New York.

SOME FACTS CONCERNING BRUCE HIGH SCHOOL, DYERSBURG, TENNESSEE

Teaching Force Increased

The faculty was increased from five (5) members in 1912 to thirty (30) members in 1930. In the Spring of 1931 the depression caused us to lose by reduction eight (8) teachers. During the Summer of 1932 we restored three (3) of these and in 1933 we added five (5) more to our faculty making thirty (30) members of the present faculty. (1934).

New Departments Added

The Home Economics Department was organized in October, 1914. The Manual Training Department was begun in January, 1916. The Music Department was started in January, 1916. The Commercial Department started in September, 1916. The Vocational Agriculture started in 1918. The Band and Orchestra was organized in 1920.

We entered the New Main Building in January, 1922. It is built of brick and tile, steam heated, electric lighted, etc. It is modern in every respect and is the pride of the people of Dyersburg. We entered our Industrial Building in April, 1925. The Industrial Building was remodeled and made one and one-half story in 1933.

New Additional Equipment Purchased

We bought our first piano September, 1912. We bought our second piano March, 1916. We bought our third piano January, 1922. We bought our fourth piano September, 1933. Making in all four (4) pianos in the school. We bought our Moving Picture Machine April, 1924 (Costing \$450.00). We bought our Band and Orchestra Instruments 1921 (Costing \$1,800.00). We bought our School Bus February, 1930 (Costing \$3,500.00). We bought four typewriters 1923 (Costing \$300.00).

One of the First "A" Grade Schools in the State

Bruce High School became an "A" grade High School in 1927. It was one of the first two "A" grade Negro High Schools in the State and has continued "A" grade ever since. It was approved for membership in the Southern Association of Secondary Schools and Colleges December, 1933. Fifteen (15) members of the faculty hold College Degrees from the leading Colleges and Universities.

Funds

The School has received financial aid from the following funds outside of Dyersburg and Dyer County, viz: Jeanes Fund, Smith-Hughes Fund, Slater Fund, General Education Board Fund and Rosenwald Fund.

M. L. MORRISON, Principal.

BOOK REVIEW*

V. V. OAK, Cheyney, Pennsylvania

ALONG THIS WAY. By James Weldon Johnson. Illustrated. 418 pp. New York: Viking Press. \$3.50. 1933.

This autobiography pulsates with life and beauty. It presents not only the life history of James Weldon Johnson, but also portrays in detail the spirit of the times. There is much information of the nineteenth century South and of Negroes of the early generation. Of his native town, Jacksonville, Dr. Johnson has very pleasant memories. "When I was growing up, most of the city policemen were Negroes; one or two justices of the peace were Negroes. When a paid fire department was established, one station was manned by Negroes . . . Joseph E. Lee, a Negro and a very able and astute politician, was made judge of the municipal court . . . there was no such thing as white-owned barber shops . . . Jacksonville today is a hundred percent Cracker town, and each time I have been back there I have marked greater and greater changes . . . In this is epitomized one of the paradoxes of American democracy that the Negro has to wrestle with."

Dr. Johnson captures his readers' attention with a fascinating description of his college life; of the rural life in Georgia; of his consulate work in Venezuela; of the artists' lives in Washington and New York; of his landlady Mrs. Woodward, "whose love for perfumery extended to her cooking"; and of numerous other things that make the book such enchanting reading. The frequent changes from school teaching to law, to writing, to principalship, to music, to a diplomat's chair, and finally to a professorship of Creative Literature and Writing at Fisk University which Dr. Johnson experienced in choosing his life work, these changes alone present illuminating and interesting chapters. We meet beauty, artistry, good humor, and a keen insight into the social and economic life of the whites and Negroes of this country. The entire book is readable, convincing, and inspiring. The intimate anecdotes only add to its charm. This autobiography will live to be great, for it contains material of value to the reading public of today and of tomorrow.

NEGRO AMERICANS, WHAT NOW? By James Weldon Johnson. 103 pp. New York: Viking Press. \$1.25. 1934.

This is one of the most practical books written in very simple, convincing, and well-chosen words.

*Some of the reviews were written in March, but want of space would not permit their early publication. The task of reviewing over a dozen books in two pages makes it impossible to do full justice to some books.

After eliminating the possibilities of solving the American racial problem by (1) exodus, (2) physical force, (3) communism, and (4) complete segregation, Dr. Johnson outlines a program for gradual integration. The Negro press, the Church, the various fraternal organizations, and our educational institutions have not yet been used to their fullest capacities. The Negroes must learn to fight uncompromisingly and he cites the splendid work done by the N. A. A. C. P. in this direction. Coming as this book does after his inspiring autobiography, one feels that Dr. Johnson's own life is a valid proof of the arguments presented in this little book. We need hardly say that every one interested in the future of the Negro should read this book and try his best to follow some of the practical suggestions made therein.

THE WAYS OF WHITE FOLKS. By Langston Hughes. 248 pp. New York: Alfred A. Knopf. \$2.50. 1934.

Langston Hughes needs no introduction to the readers. As a poet he is well-known. As a prose writer he will be remembered by his novel "NOT WITHOUT LAUGHTER." The book under review is a collection of stories depicting the social relations between white and colored people, relations as the Negro sees them. Some of these stories had already appeared in some "white" magazines.

Each story depicts a different type of social set-up between the two races, portraying the underlying racial hatred presenting itself in various guises. "Slave on the Block" and "And Poor Little Black Fellow" bring out very vividly the utter failure of many white people (who "go in for Negroes") to understand why they generally fail to win the heart of their proteges. "Father and Son" is the story of a boy, named Bert, with a Negro mother and an aristocratic white father. The antagonistic attitude of the father who refuses to recognize his son in public though quite willing to condescend to patronize him in private leads to a growing hatred between them. Both come to a tragic end, the father being killed by his son when insulted by the epithet "nigger bastard," and the latter killing himself rather than be a prey to the ferocious mob waiting outside to lynch him. The mob, however, takes its vengeance in the southern fashion of hanging some Negro and so poor Bert's brother was made the victim.

There are several other stories equally interesting bringing out clearly that in any social relations with the white the Negro gets the worst end. The style of the book is easy and rather poetic-prose, and captures the reader to such an extent that the book is finished at one sitting.

SOUTHERN LITERATURE. By William T. Wynn.
534 p. p. New York: Prentice Hall. \$2.75. 1932.

Save for its green gold binding the book is colorless, rather anemic. There is a section given over to the Negro, but even here Mr. Wynn closes his eyes to the chance of brightening up this book. It seems as though the black bards do not belong to the South of which he writes. Southern Literature as edited by Mr. Wynn reminds one of the old use of the word "gentleman" as against the modern use of the word "man," nice delicacy versus brawn, brain, and energy.

THE SOUTHERN URBAN NEGRO AS A CONSUMER. By Paul K. Edwards. Illustrated.
323 pp. New York: Prentice-Hall. \$5.00. 1932.

This is an outstanding contribution to the field of Negro business. Dr. Paul K. Edwards is a white professor at Fisk University where he comes in contact with the best of Negroes. The administration of that institution has established a research department with a mixed staff of field workers. This made it possible for Dr. Edwards to secure full cooperation from white and Negro merchants alike in securing material for this book.

The study includes seventeen largest cities of the South with a total Negro population of nearly 900,000 and an annual purchasing power of \$308,000,000.00. The book is full of well-tabulated statistical data and illustrations. It contains many practical suggestions as to how the potential buying power of the urban Negro could be used through proper marketing methods by white or Negro merchants. According to his investigation, high prices and lack of salesmanship are two of the most important causes of failure of Negro business. "For example, in a Negro neighborhood of a city in the Middle West there happens to be a most attractive Negro drug store. From all appearances it is a much better establishment than its chief competitor across the street, operated by two Jewish druggists. Most of the business of the community for drug store products, however, goes to this competitor. It is evident that the problem of this Negro store is largely of personality. The Jewish druggists across the street are masters in the art of dealing with their customers."

The entire book is instructive and shows a very scholarly grasp of the subject. Dr. Edwards and the authorities at Fisk University need to be congratulated upon this research. It will prove of great value to young college graduates who are planning to enter business and are anxious to compete successfully with white business in the Negro district.

PUBLIC SECONDARY EDUCATION FOR NEGROES IN NORTH CAROLINA. By Hollis M. Long. 115 pp. New York: Teachers College, Columbus University. \$1.50. 1932.

The program of studies followed in North Carolina, says the author, is preeminently academic and constitutes the most baffling and complex problem. "Only a small part of the total group, probably less than 25 percent, is fitted for success in the academic field. In the light of the economic disability of the vast majority of Negroes and owing to the present lack of opportunity for work on the professional and managerial levels, it is difficult to justify the offering of the same curricula in secondary schools for Negroes and whites without reorganizing the courses." The study also showed that in academic achievements all classes fell far below the normal score and in terms of I. Q.'s the students fell 20 percent below the standard normal for corresponding whites. The teachers as a group were well-trained, 87.3 percent having their baccalaureate degrees.

It would have been quite illuminating if the author had also given gross figures of student enrollment instead of merely giving percentage figures. One fails to find any mention of the actual number of Negro and white population of school age or the figures for total population of the two groups as well as their distribution in rural and urban areas in the State of North Carolina. Percentage figures lose their values unless the reader knows the actual gross figures also. Barring these omissions, the study is very scholarly done and will undoubtedly prove both instructive and stimulating. The psychological and other studies concerning the Negro made by other scholars given in this book adds considerably to its value.

A PSYCHOLOGICAL STUDY OF DELINQUENT AND NON-DELINQUENT NEGRO BOYS. By Robert F. Daniel. 59 pp. New York: Teachers College, Columbia University. \$1.50. 1932.

This study attempts to ascertain the differences in certain character and personality traits between groups of delinquent, behaviour-problem, and non-problem Negro boys and will prove interesting to the sociologically minded reader. Whether one could give a mathematical description to personality and character traits, especially when the objective tests used are designed for whites whose economic and social background is so radically different from that of Negroes, is doubtful. One of the significant findings made by Dr. Daniel from this study was that in ethical judgment test greater difference was found between the problem and non-problem boys than was found between the delinquent and non-problem boys.

(Continued on Next Page)

"THE NEGRO CITIZEN"—Thomas E. Posey. West Virginia State College Press.

In this book Mr. Posey details the history and development of the Negro in West Virginia. The book is intended to serve as supplementary material for elementary and high school pupils in that state. Dean David A. Lane, in his foreword to the book, says:

"The National Conference on Fundamental Problems in the Education of Negroes held in Washington, D. C., in May of this year has recently issued the following statement of principles of good citizenship:

"A good citizen should not only discharge his personal responsibility to society through loyalty to the Government, obedience to law, and payment of taxes, but should also participate effectively in the cultural life surrounding him through such activities as voting, office-holding, police and jury service, and the administration of public welfare and educational agencies. In turn, he should be guaranteed an equal opportunity to enjoy life, liberty, and the pursuits of happiness."

"The author of the following pages attempts to portray, in an organized and readable form, the extent to which the Negro in the State of West Virginia meets the foregoing requisites of good citizenship and, likewise, the extent to which he does not. He is presenting to the public this trial edition with the hope that it will be used as a reference text for courses in citizenship and occupations, West Virginia or Negro history and with the expectation that a revised edition will appear later.

"The story is told in chronological order, mainly, and shows clearly how the Negro has played a consistently unique part in the history of this "border" state even from its birth, when differing attitudes toward Negro slavery helped to cause certain counties of the western section of old Virginia to form themselves into a new state—a free state—with the motto "Mountaineers are Always Free." It is the story of how the Negro in West Virginia became a citizen; how he gained the right to vote, to hold office, to testify in court, to serve on juries; how he has become a significant influence even though he constitutes only six percent of the state's population; where and how he lives; where he works and at what kinds of work; his status before the courts, in politics, in state and local government, in education and social welfare; his present advantages, disadvantages, and needs. It is an inspiring and a challenging story. It should be known to all who love the state and believe in democratic citizenship."

"LAND GRANT COLLEGES FOR NEGROES"—John W. Davis, West Virginia State College. West Virginia State College Press.

The Land Grant College has played a very important part in the education of Negroes in America. They represent the first effort of the states to assume responsibility for the education of this race. Possibly no one is better acquainted with the workings of these institutions than the author, and his book, consisting of 73 pages, is full of information that is useful to those who are interested in the education of Negroes and who desire to make further studies of educational activities. "The discussion on Land Grant Colleges for Negroes must center around the following points: First, unique historical setting of colleges; second, their early legal status and period of uncertainty; third, their expansion under handicaps; and fourth, the program of colleges in the light of educational needs of Negroes in the states." With these points serving as the basis for his discussion, the author gives an admirable study of Land Grant Colleges for Negroes. The book should be read by all who are interested in building a program of education for Negroes which includes all phases of life needs of the race.

BOOK REVIEW

(Continued from Page Twenty-One)

- BIBLIOGRAPHY ON EDUCATION OF THE NEGRO. 1931.
SECONDARY EDUCATION FOR NEGROES. 1932.
A BACKGROUND STUDY OF NEGRO COLLEGE STUDENTS. 1933.
RURAL ELEMENTARY EDUCATION AMONG NEGROES UNDER JEANES SUPERVISING TEACHERS. 1933.
NATIONAL SURVEY ON THE EDUCATION OF TEACHERS — EDUCATION OF NEGRO TEACHERS. 1933.

These are the publications of the Bureau of Education (edited by Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes) sold at a nominal cost of ten cents each. The last book and the one on Secondary Education for Negroes are very instructive, especially their last chapters which contain a summary of the findings along with the conclusions and recommendations.

Acknowledgments

- THE TRAINING OF NEGRO TEACHERS IN LOUISIANA. By Jane Ellen McAllister. 95 pp. New York: Teachers College, Columbia University. 1929.
A PERSONAL STUDY OF NEGRO COLLEGE STUDENTS. By Ambrose Caliver. 146 pp. New York: Teachers College, Columbia University. \$1.50. 1931.

RAILWAY RATES FOR THE TALLAHASSEE
MEETING OF THE NATIONAL ASSOCIATION
OF TEACHERS IN COLORED SCHOOLS,
JULY 30-AUGUST 2, 1935

The following letter has been received from Mr. C. B. Rhodes, Chairman of the Southeastern Passenger Association, detailing round trip rates to the Tallahassee meeting. Persons who plan to go to Tallahassee by rail and who do not live within the region of the Southeastern Passenger Association, should write the Executive Secretary's office so that he may have an idea as to how many identification certificates should be secured from other passenger association railroads:

"During the period of reduced experimental one-way fares Southeastern carriers have in effect daily reduced round-trip fares on basis of 2c per mile in each direction with limit 15 days in addition to date of sale and 2½c per mile in each direction with limit 6 months in addition to date of sale going and returning same route, tickets being honored in sleeping or parlor cars upon payment of sleeping or parlor car charges; also round-trip tickets good in coaches only on basis of double the lower one-way coach fare of 1½c per mile with limit 30 days in addition to date of sale. The carriers have decided that during the experimental period no other reduced fares will be authorized for conventions held in the Southeast except that for the larger conventions diverse route fares open to the public are also authorized on basis of 50% of the 15-day limit and 6-months limit fares via route traveled in each direction, i. e., 2c per mile via route traveled in each direction with limit 15 days, and 2½c per mile via route traveled in each direction with limit 6 months in addition to date of sale. Diverse route fares open to the public will therefore be authorized from the Southeast in accordance with the foregoing except that no diverse routes will apply in Florida south of Jacksonville nor between the A. C. L. R. R. and S. A. L. Ry. through the Virginia gateways. These diverse route tickets will be sold July 26-August 1, 1935, inclusive. It is suggested that you notify your delegates in the Southeast of the foregoing arrangements, and in doing so trust you may find it consistent to urge the use of the railroads in traveling to this convention.

I am today tendering to apply from other territories from which attendance is expected reduced fares on the Round-Trip Identification Plan, basis fare and one-third for the round trip going and returning same route, also via diverse routes with the exceptions above indicated; tickets to be sold July 26-August 1, 1935, inclusive, with limit 30 days in addition to date of sale. You will be advised direct by the Chairman of the other Associations as to action taken.

Supply of identification certificates for distribu-

tion by you to your delegates in other territories from which the Round-Trip Identification Plan is authorized will be furnished you by this office at cost, as per the attached price list. Please advise quantity desired, accompanied by check to cover.

Very respectfully,

C. B. RHODES,

Chairman.

The following letter has been received from Mrs. Josephine T. Washington, a former member of the faculty of Wilberforce University, Ohio, who gave many years of valuable service in the education of Negro youth:

"10817 Earle Avenue, Cleveland, Ohio.

"My dear Mr. Sanders:

"I am writing to thank you for the tribute contained in your recent letter.

"Such expressions of appreciation go far towards restoring the equilibrium of one who is passing through an experience truly cataclysmic. It seems no exaggeration to so refer to the loss of my much-loved work, before the natural conditions that would necessitate its relinquishment.

"I feel that my years of living and long period of activity have better fitted me to serve the interests of youth, and that—though past seventy—I am not old. The years do different things to different people and youth is a quality of mind and heart rather than a matter of time.

"But what does opinion matter where the law has right of way? Again, thank you.

"Sincerely yours,

"JOSEPHINE T. WASHINGTON."

Geer-Rosenwald High School
Belton, S. C.

November 24, 1934.

Mr. Wm. W. Sanders,
Charleston, W. Va.

Dear Sir:

On December 8, we are having a meeting of the teachers of our district (comprising 7 counties) in Greenwood, S. C. I am writing to see if you can supply me with some information which I may use in that meeting. I have been reading the last issue of the Bulletin and have just read "Negro American, What Now" by Johnson. It seems to me truly pathetic that a great national body will pay its executive secretary such a pittance when there are so many of us for whom this body speaks. No one can foresee what could be accomplished for Negro teachers if there could be raised a sufficient fund for pushing forward the program of the Association.

I should like to know just how many teachers there are in the country and the number who are members of the N. A. T. C. S. I should especially like to know how many teachers of South Carolina belong to the organization. We hope to begin an effort to try to line up our teachers 100% for our county, state and national work. This information will help.

Very truly yours,

A. C. CURTRIGHT, Principal.

Join Now!

Education is the foundation upon which the idealism of a race may be built. Better schools, well trained teachers, equal educational opportunities for all children, improvement of professional ideals among teachers, equal pay for equal service, and intelligent citizenship, are ideals for which the National Association of Teachers in Colored Schools is striving.

ARE YOU A MEMBER?

If not, send the membership fee of \$1.50 to Wm. W. Sanders, Executive Secretary, 1034 Bridge Avenue, Charleston, West Virginia, immediately.

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XIII

CHARLESTON, W. VA., OCT., 1934

NUMBER 1

"We believe in the necessity of definite training in the duties and obligations of citizenship, and urge that every school pay special attention to this training. The school for Negroes will be neglecting a major responsibility if it does not encourage and fit its students for active participation in the civic life of the Nation." From the Resolutions adopted at the Baltimore meeting.

Published Four Times Yearly

Annual Meeting of the N. A. T. C. S., Tallahassee, Fla., July 30-Aug. 2, 1935

THE BULLETIN

Official Organ of the National Association of
Teachers in Colored Schools

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Wm. W. Sanders Editor

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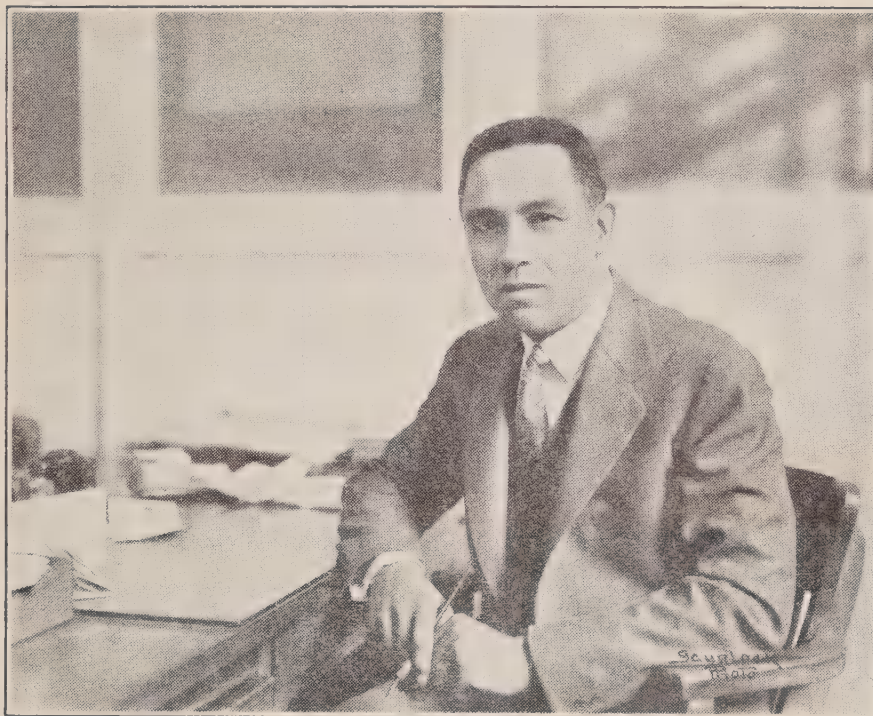
George E. Murphy.

THE BULLETIN

VOLUME XIII

CHARLESTON, W. VA., OCT., 1934

NUMBER 1



GARNET C. WILKINSON, President
National Association of Teachers in Colored Schools.

First Assistant Superintendent in Charge of Colored Schools, Washington, D. C.; A. E. Oberlin College;
M. A. University of Pennsylvania; native state, South Carolina.

The President extends greetings to the teachers in Negro schools in America and wishes to congratulate the leaders in education for the heroic efforts they have made during the past year to keep the schools going. The crisis that is facing education is one that challenges the best thought of the leaders of the nation. America can hope to reach its highest ideals only in proportion as its citizenship is trained in the traditions that have helped to make the nation great. No group in this democracy should be neglected or discriminated against in the provisions made for education. The Negro forms the largest minority group in the nation. The race has played its part in everything that has tended to develop the institutions and industries in America. In spite of the handicaps, he has had to suffer on

account of race, in seventeen states of the nation there are not only separate schools for the Negro, but in some instances practically separate systems. This constitutes a menace to our democratic institutions. Whatever may be one's opinion on separate schools, there can and ought to be only one opinion on separate and inferior systems and that is that all the children of all the people in America should have an equal opportunity to develop their abilities, train their minds so as to prepare themselves for participation in the civic, industrial, political and religious life of the nation. The N. A. T. C. S. is devoting its major efforts towards the creation of a public sentiment that will support one educational system in which all the boys and girls of America are included without distinction as to race or class.

PRESIDENT SCOTT'S ANNUAL ADDRESS BEFORE THE N. A. T. C. S. AT BALTIMORE, MD., JULY 31, 1934

We are delighted to hold our 31st annual session in Baltimore, famous alike for its colleges, churches, culture, commerce, and civility; a city whose history is illumined by the lives of many leaders of our own race. Its hospitality has been royally extended to us—a hospitality famous since the days of Lord Baltimore. That alone will make our meeting memorable. Serious business, however, has brought us here. We have come to formulate "A New Program of Education for Colored Schools in Building a New America." The times are big with promise. From every side prophetic voices send the word "change" to strike against tradition 'til the echoes and reverberations have awakened the nation to a new life. Education must sense these changes in order to guide millions of youth into new human relationships. The problems of today cannot be solved by the programs of yesterday. A new spirit is abroad, rising phoenix-like from the ashes of the past. This spirit must mould our economic institutions.

The Depression and the Schools

Ruthless individualism and national competition have brought in their train an unparalleled depression marked by a heavy decline in school revenues, huge tax delinquencies, impaired public credit, appalling bank failures, mountains of frozen assets and millions of unemployed men. In the national program of recovery the one industry which has received but scant consideration is the public schools. The public schools should have been the last, not the first, to suffer from the depression. They are the nation's greatest industry. They pay the largest dividends. These dividends in human values and social benefits are incalculable for they operate under the law of increasing returns. If they are neglected today the citizens of tomorrow will be unprepared to deal with the coming national problems. The teacher's association has no greater duty than to make clear this issue and to arouse the people to the danger which threatens their schools. The people who are the natural allies of education, should know there were 25,000 less teachers this year than four years ago but one million more children to be taught.

Federal Aid For Schools

True, education is a state function yet in our national emergency we hold that the Federal Government should come to the relief of the schools. Just as a back county in many a state cannot keep up a minimum educational program and must have state aid; so it now happens an entire state is unable to support as a state a standard program of education comparable with the minimum standard of the nation. Last year some 32 agencies including the National

Association of Teachers in Colored Schools formed a National Committee for Federal Emergency Aid in education. This committee is still bending its energies to secure congressional action in the following six point program.

1. \$50,000,000 to keep the schools open 1933-34.
2. \$100,000,000 to keep the schools going 1934-35, administered by a board in Washington upon some objective basis.
3. \$300,000,000 or \$400,000,000 appropriated annually and distributed on the principle of efficiency and equality.
4. National loans to districts, secured by frozen assets in banks and taxes.
5. National grants of money for school buildings where they are badly needed.
6. National aid to students who otherwise must give up a college career for lack of funds.

This program was formulated on the basis of returns from a careful survey of needs in every state. During the special session of Congress eleven education bills were introduced in behalf of this program but it adjourned without passing any of them. Items 1 and 6, however, have been taken care of in other ways. We shall continue the fight for the rest. Our Association in particular is insisting that if, and when, this Federal aid is granted, that it shall be specifically designated in the substantive enactment where it shall go, for reasons to be given later on here.

The Professional Problems

Once this question of school support can be removed from the calendar, we may address ourselves to the more professional problems of education arising in the new social order. Assuredly we are facing the dawn of a new era—an era in which the controlling force will be a consideration of material values—not how to make money so much as how to make men. A civilization of culture which aims at the development of man's spiritual resources rather than a civilization of power which aims at the exploitation of both man and nature. No longer can we educate for the status quo. There is really no **status** left and very little **quo**. We are, therefore, facing the task of a re-appraisal of the scope, purposes, and methods of the schools.

Some of the questions which we as intelligent teachers must put to ourselves are the following:

- Is my school really getting expected results?
- How are these results to be known?

Does my school take full note of the needs of the individual child?

Does my school adequately train boys and girls to live and work together?

Does my school develop character in the pupils? Are they better children in their behavior on the street, on cars, in their homes?

Does my school develop the power to think in terms of the group?

Good teaching should issue in law-abiding citizens.

Better State Support Urgently Needed for Colored Schools

The time has come when vigorous protests must be made against the grotesquely unequal division of school funds in States where the bi-racial system exists. A recent survey on this topic conducted by the National Conference on Negro Education makes articulate the cry of millions of colored children who are now asking us to tell them:

1. Why 56% of us in the Southern States are held in grades 1 to 3?

2. Why has 37% of the white enrollment advanced to the high school and only 2% of us.

3. Why are there 230 counties in the South without high school facilities for us although there are over 150,000 of us of high school age in these same counties?

4. Why is the average per capita expenditure for white pupils of the South \$44.31 while that for us is only \$12.57?

5. Why, for example, do we in South Carolina receive but \$7.84, and in Mississippi but \$5.45 while the white child received nearly \$50?

Is this fair? Is it constitutional? Why take away our birthright?

6. Why in 1930 was \$12,784,414 expended by the Southern States for the transportation of all pupils but less than 2% of this sum expended for us?

7. Why in 11 Southern States is the average annual salary of white teachers \$901 while the average salary for our teachers is only \$423?

8. Why did the high school libraries in six Southern States receive from \$15,138 to \$54,099 while our high school libraries received but from \$480 to \$1,374?

9. In short, why in 1930 did the eleven Southern States raise and expend \$240,000,000 for their white schools and but \$24,000,000 for their colored schools although we constitute fully one-third of the population of these states?

10. We want to know why these injustices are tolerated? Give us a chance. Has not the First Lady of the Land declared, "When I read those figures, I couldn't help but think how stupid we are in some ways; for, of course, in any democracy we must see that every child receives the best education he can assimilate. We can have no group beaten down. We must learn to work together regardless of race, creed, or color."

Now "stupid" is really a very strong term. But these figures really show that there are other ways of lynching than by using rope and faggot. The South must get rid of its social blind spot which keeps it from seeing its real needs; that the good

of one life comes only out of the fullness of all life; that insofar as every life becomes a producer and a contributor, every other life becomes a beneficiary.

Now that we have the facts on the educational situation it remains for us as teachers to give them to the people and arouse them to action. Only an aroused people can act.

In order to correct deficiencies in our present system and to provide adequately for our educational needs, we should declare for an elementary school accessible and compulsory for a normal term to every child of schooling age 6-15. We should urge one or more vocational high schools in every county (where numbers warrant) for the training of useful citizens. The man who would keep the Negro in ignorance and then would disfranchise him because he is ignorant is a paragon of consistency when compared with the man who first tells the Negro that he must work and then refuses him technical schools to learn how. We must have one or more teacher training institutions in every State adequately equipped and manned for the training of elementary teachers. We should insist on better equipped agricultural and mechanical colleges including up-to-date experimental farms for the training of vocational leaders in every state. The time is ripe, too, for a university in every state embracing standard professional departments for the training of professional leaders of the race comparable with its growing needs. Wherever the claim of financial inability is made let two poor states unite to create and maintain jointly such a university for their colored population. This, of course, to be planned in States having the bi-racial system of schools.

To correct injustices in these states we must press these reforms in conferences with other good thinking citizens, memorialize legislatures and governors, make public protests, and take test cases to the courts until our children are vouchsafed every benefit of government that other children enjoy. Keep this matter before the people and before the legislatures until something is **done**.

Looking Forward

What the final outcome of the racial contact between the white and colored people in America will be, I do not pretend to know. Despite the drift from the country to the city, I believe, the vast majority of the race will remain in the South a rural population. It is estimated that our numbers in the next hundred years will reach fifty million souls. Race prejudice springs chiefly from race competition. With scientific agriculture, diversification of crops, and the advance of machine technology for mass production a working week of 24 hours should provide sufficient food, shelter and clothing to supply the family needs, leaving the major part of the week for self cultivation. In such an atmosphere, race prejudice must slowly die out. At the present time, however, we must give to our youth a deep faith in the worth of their personality and the courage not to let that personality be crushed or broken. Re-

search shows that nearly all text books on social science used in the schools of our country today "deliberately and specifically" teach that the Negro is an inferior. We hear much about races as though they were unalterable entities—the dominant and subordinate—which cannot be changed. Get rid of the inferiority complex. It is the hobgoblin of weak minds. Teach these children not only their essential worth as human beings but teach them the history and achievements of their race deliberately and specifically from the first grade up.

An Inside Program for Inner Unity

To this end I venture to submit for the approval of the National Association of Teachers the following inside program. I propose that at this session an Educational Service Bureau be chosen, composed of ten members—five men and five women to serve for a period of five years. This Bureau shall proceed at once to devise ways and means for effecting these objectives:

1. To initiate through the several State Associations, or otherwise, plans for working out in their respective states the following educational projects:

- (a) The best collection of reproductions of 50 paintings and sculptures having a racial background, each subject to be accompanied by a brief interpretation.

- (b) The best collection of fifty short plays and playlets, each having a racial background with brief directions for staging the same.

- (c) The best collection of 50 poems and short stories, each with a racial background and accompanied by a brief analysis and questions for study.

- (d) The best collection of 50 short biographical sketches, each with a racial background, and containing illustrations and lists of thought questions and references.

- (e) The best collection of 50 short talks on good citizenship, each accompanied by an outline summary, illustrations, questions for review, activities and bibliographies of authors who deal fairly with the race. (I point to the penny campaign among our schools, sponsored by the Columbian Educational Association, to beautify the grounds of Douglass Memorial Home as a major activity of national significance).

2. These five projects shall be worked out on a state wide competitive basis under the management of State Teacher Associations or otherwise by offering a first, second, and third prize for each type of project.

3. The bureau is to determine in due time which projects from among all the state winners shall be deemed the five national best series of projects suitable for publication and use in the elementary grades as supplementary materials. Such a series of educational projects developed on a competitive basis will arouse state and national interest in subjects calculate to cultivate race pride, spur latent talent, and stimulate a growing literary market for our own cultural products.

4. The Bureau will aid teachers in colored schools by timely suggestions for special day programs in building up appreciative attitudes on racial history, racial aspirations, and race relations.

5. The Bureau will cooperate with civic study groups which are now or which may be formed hereafter in local communities everywhere for the integration of community interests and enlightenment on current public questions. These groups to meet at least once a week for 18 weeks a year.

The Year's Gains and Losses

As a result of health campaigns and health and physical education, our death rate continues to go down. It is yet abnormal. We must renew our efforts to improve our standard of living through better service and better jobs. Health here is our greatest asset. Our college enrollment has increased 550% since the World War. At present it is approximately 20,000. According to the study made by Dr. John W. Davis, President of West Virginia State College, we have 50 colleges with a total endowment of \$33,000,000. We have helpful instances of inter-racial cooperation especially in social welfare. We have eight fully accredited hospitals but only two of these are in the South. Our labor situation is critical.

As marginal workers we have suffered the brunt of the depression. Group competition along racial lines has been added to personal competition and the Industrial Codes so far have proved to be for us little more than a mirage. In some large industries we have been excluded from minimum wage clauses or given a differential wage based on race. "Lower efficiency" is the stock excuse but what incentives are given to improve when our schools are kept far below the minimum standard in equipment? In some instances the NRA has been perverted into economic grandfather clauses to keep buying power out of the hands of the Negro. It is a part of our job to help find the way out of this chaotic situation.

After the National Conference on Fundamental Problems in the Education of Negroes called by Secretary Harold L. Ickes, Department of the Interior and directed so masterly by Dr. Ambrose Caliver, Senior Specialist in the U. S. Office of Education, it might now be a timely suggestion to Secretary Perkins of the Labor Department to call a National Conference to deal with the fundamental problems in the economic life of the Negroes. We need to re-think our whole industrial problems through if we hope to lift our economic horizon and leave our low vaulted past.

Conclusion

As the moulders of a race struggling for better economic, civic, social, and industrial status, looking to the fullest enjoyment of life, liberty, and happiness we may well breathe those dynamic words in Carl Sandburg's "Prayers of Steel." They call for work and sacrifice in the years that lie ahead.

(Continued on Page Sixteen)

ANNUAL REPORT OF EXECUTIVE SECRETARY

To the Officers and Members of the National Association of Teachers in Colored Schools,

Greetings:

Equality of Educational Opportunities has been the slogan of the National Association of Teachers in Colored Schools during the year that is drawing to a close. Throughout the country we have stressed the importance of giving to every child an equal opportunity with other children to prepare himself to perform the duties and meet the responsibilities that confront him in our national democracy. In advocating this plan, we are aware of the fact that equal educational opportunities do not exist between the races or among the races. In many sections, the rural child, be he white or Negro, has not provided for him the same opportunity to develop his powers that the urban child enjoys. The inequality between the urban and the rural child is such as to cause alarm, for unless improvements in rural conditions be made, we shall soon depopulate the rural districts of their intelligent and aggressive citizenship and leave the development of our basic industry, agriculture, to those who are not fit intellectually to carry on the type of work that is needed in our modern civilization.

When we consider the situation affecting the Negro youth in the country, this inequality is intensified, for not only does he suffer the same distinction and is subject to the same discrimination, as exists between urban and rural life, but he has the handicap of race, for even in the urban centers where education occupies a more favorable place, there is a vast inequality existing between him and his white neighbor. In the rural communities, where all have poor advantages, the advantages for the Negro child are so poor as to constitute a menace to our social democracy. Poorly trained teachers, overcrowded and inadequate buildings, lack of equipment and unsanitary conditions are some of the factors that retard development of education among Negroes in rural communities in most sections of the country where there are separate schools. Thousands of children of school age are not in school because there is no school to which they may go. The NRA has abolished child labor but no one has provided facilities to take care of the Negro child, who released from labor, should be required to attend public school. Compulsory attendance laws are ineffective in their application to Negro children in many communities because if these children were compelled to attend public schools, additional school houses would have to be built, more teachers would have to be employed, and provision for the transportation and handling of these children would become necessary.

As a result, compulsory attendance laws that remain on the statute books in many of the states have

no application to the problem of Negro school attendance. This situation constitutes a definite menace to American ideals and the educators of all races must become conscious of this situation and seek to create a public sentiment that will bring about a change, and insist upon the inclusion of all the children of all the people in every program of education that is inaugurated.

It is to this problem that the N. A. T. C. S. has directed its attention during the year.

EXECUTIVE SECRETARY: The Association in its Louisville meeting adopted a plan to employ a full time Executive Secretary. This step was taken notwithstanding the serious financial situation that affected teachers throughout the country. The Office has personally reached teachers in 18 states during the year, has contacted 10 state associations, and the Secretary has traveled 26,250 miles, covering states from New Jersey to Kansas and from Missouri to Florida. All the states in the southern area have been visited except Texas, Virginia, North Carolina, and Kentucky. Indiana, Ohio, New Jersey, Maryland and Delaware are among the northern and border states, that have been contacted personally during the year. Everywhere we have found a keen interest on the part of the teachers in the program of the N. A. T. C. S.

REGIONAL MEETINGS: The territory covered by the N. A. T. C. S. is divided into six regions over which presides a Regional Vice President. The intention of the framers of the constitution was that these regional Vice Presidents should hold conferences, stimulate interest, gather information with respect to the progress of education among Negroes in their respective regions. Early in the year each Vice President was requested to hold a regional meeting with representatives from all of the states included in his particular group. Two meetings were held: Region No. 3, presided over by Vice President C. A. Johnson held its meeting at Columbia, South Carolina, but because of the unsettled conditions among the schools in the states included in the region, not a large number of representatives were present. However, those who were present gained a clearer idea of the objectives of the Association.

It is hoped that in the near future a wide-awake regional meeting will be developed that will mean much to the education of Negroes in the states included in the regions. Region No. 5 presided over by Dean E. P. Davis, of Howard University, held a very interesting meeting in Baltimore in May. Representatives from New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia were present. A report of this meeting will be given by Vice President Davis. These regional meetings can do much to stimulate interest in the work of the Asso-

ciation and to develop a working organization that will be effective in the education of Negro youth.

HEADQUARTERS: At the Louisville meeting, Washington was selected by the Association as permanent headquarters. The Board of Education, through its Superintendent, Mr. Garnet C. Wilkinson, granted us the use of office space in the Henry Wilson School, 17th and Euclid Streets, N. W., Washington, D. C. We have been unable to move the Association to Washington because of the serious financial condition of the Association, but it is our plan to operate from Washington just as soon as finances are available to sustain such operation.

PROGRAM: The President of this Association appointed a special committee to formulate a program or platform for the N. A. T. C. S. The Committee met in Baltimore, June 9th and drafted the following as the platform for the National Association. This tentative draft is subject to whatever action this body may take:

Equality of Educational Opportunity is to be the basis of the program of the National Association of Teachers in Colored Schools outlined by a committee representing the Association in a meeting in Baltimore, June 9th. The program outlined is as follows:

1. In the distribution of public tax funds and all other funds used for educational purposes, the National Association of Teachers in Colored Schools insists that such distribution should be made on an equitable basis and without regard to race.

2. We subscribe to the proposition of a Federal subsidy to educate in the states with the explicit understanding that the Negro's pro rata share of such governmental subsidies shall be earmarked in the substantive legislative enactment by the Congress of the United States in order that the Negro shall receive his proportionate share of such funds according to the ratio which the total Negro population bears to the total population of the state so subsidized.

3. We advocate the inclusion of stories of Negro life and history in school readers and general literature adopted for use in public and private schools so as to develop an appreciation of Negro life and of the race's contribution to civilization; and we urge the exclusion of all material used in the public schools that gives an unfavorable impression of or develops prejudice against the Negro race.

4. The National Association of Teachers in Colored Schools stands for salary schedule for all teachers, white or Negro, without differentiation except on the basis of training and experience. All teachers and school employees should be required to meet the same standards of preparation and training without regard to race. We urge a single standard of salary for all teachers with increases and reasonable tenure based solely on training and experience.

5. The overcrowded condition existing in many Negro schools, the insufficient number of teachers employed, the failure of many pupils to attend school

because facilities are not provided for them, and the lack of sufficient buildings and equipment to accommodate Negro pupils in many states, are a menace to our democratic institutions. The N. A. T. C. S. is dedicated to the purpose of creating a public sentiment that will insist upon equal educational opportunities for all the children of all the people of America.

A copy of this was sent to Mr. N. C. Newbold, who is Chairman of the National Education Association's Committee to cooperate with the N. A. T. C. S. and he brought it to the attention of the Board of Directors of the N. E. A. which met in Washington in July, and that body approved same and recommended its endorsement by the Delegate Assembly of the N. E. A. It is encouraging to us to have the N. E. A. take a definite position on the education of Negroes in this country, an association which stands for equality of educational opportunity of all the groups in the American democracy. The mere adoption of our program by the N. E. A. does not mean that we shall immediately reach our objectives. It will require insistent, earnest work on the part of this Association and its executive officers until a sentiment favorable to the program is created. Our organization should have facilities through which our ideals may be expressed to the general public. Improvements in present conditions will depend upon our success in selling our ideals to the general American public and especially to the tax-payer whose representatives in legislature make the appropriations for public school support.

The whole country is looking to this meeting of the National Association of Teachers in Colored Schools for definite objectives and a well rounded out program for the education of Negroes in this country.

BULLETIN: Three issues of the Bulletin have been published during the year. It was necessary that this organ be gotten out in abbreviated form, as there was no assurance that the Association would have sufficient finances to publish six numbers of the Bulletin. Because of the limited space at our disposal, no advertisements were solicited.

The issues published have met with general satisfaction on the part of the teachers and there has been no complaint because the full six issues were not published. The Secretary and Editor of the Bulletin did not feel justified in creating expenses without the possibility of paying same. Plans are now being considered whereby the Bulletin may be gotten out regularly so that each member will receive six issues during the year.

FINANCIAL: Receipts for the year were \$3,642.36

Distributed as follows:

Membership Dues	\$2,603.36
Affiliating Memberships	60.00
Life Memberships	640.50

(Continued on Next Page)

RESOLUTIONS ADOPTED AT THE BALTIMORE MEETING OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

RESOLVED:

I. That the National Association of Teachers in Colored Schools express its deep gratitude to the Committee of Baltimore Teachers and citizens, to the Baltimore City Association of Teachers in Colored Schools, to the Press and to the public for the most courteous and hospitable reception and entertainment given it and its members at its thirty-first convention. Baltimore has never been excelled in the completeness and efficiency of its preliminary arrangements nor in the famed reputation of Maryland for high consideration given visitors has, during this conference, been confirmed and heightened.

II. The National Association of Teachers in Colored Schools insists upon a rounded program of education for the Negro youth of America. No phase of the work should be neglected. Health education, kindergarten, vocational training, cultural development, education for leisure time activities, are to be considered along with the ordinary academic work of the schools.

III. We believe in the necessity of definite training in the duties and obligations of citizenship and urge that every school pay special attention to this training. The school for Negroes will be neglecting a major responsibility if it does not encourage and fit its students for active participation in the civic life of the nation.

IV. As long as certain states in this American Union legalize the operation of a dual system of schools, so long this Association demands that the schools for Negro youth be under the immediate control and supervision of members of the Negro race. We believe this to be not only logical and expedient, but we also feel that only in this manner may the best interests of the Negro child be served.

V. The National Association of Teachers in Colored Schools hereby desires to go on record as being in favor of the passage of a federal anti-lynching bill. Recent events including an increase in the number of cases of mob violence contribute to our conviction that the disgrace of lynching can only be eradicated by the intervention of the federal authorities.

VI. We wish to endorse the current fight being made on the indecent and suggestive moving picture. We would urge every Negro teacher in America to give active support to this campaign to the end that all the children of this country may be protected from the vicious influences which the wrong type of films may exert in their lives.

VII. The National Association of Teachers in Colored Schools wishes to thank the Office of Education of the federal government for the splendid conference on Fundamental Problems in Negro Education, which it sponsored in Washington in May. It would especially commend the fine work of organization and direction contributed by Dr. Ambrose Caliver, Senior Socialist in the education of Negroes.

VIII. Inasmuch as the highest function of education is to prepare youth for intelligent citizenship; and also the highest function of domestic citizenship is expressed through the intelligent use of the ballot it therefore follows that the most vicious form of inequality is expressed in taking from any class of its citizens this power of self-defense as well as the most effective means of social improvement because of race or color; therefore, be it resolved that The National Association of Teachers in Colored Schools go on record as opposing any and all efforts to limit the elective franchise to persons of a certain race or color and that there shall be one and only one standard for the extension of the elimination of the use of the ballot.

IX. Since last we met in annual session the Father of us all has decreed that many of our number should pass from life into immortality. Included among this host of noble warriors were two past presidents of this Association: Simon G. Atkins and L. J. Rowan; an outstanding woman educator, Lucy Laney, and many other capable and serviceable colleagues. We mourn the passing of this glorious group; we bow in humble submission to the will of God. The N. A. T. C. S. commends the lives and works of these men and women as examples of sacrifice and service.

Signed: RUFUS E. CLEMENT, Chairman.

ANNUAL REPORT OF EXECUTIVE SECRETARY

(Continued from Page Eight)

State Affiliations	245.00
Sustaining Memberships	30.00
Total	\$3,578.86

At the Louisville meeting, 39 persons pledged to pay \$25.00 during the year to clear the Association of its indebtedness. Of those pledges, less than \$600.00 has been collected. If we had been able to collect all the pledges made at the Louisville meeting, we would have been able to operate the Association and clear up all of the present obligations.

(Continued on Page Fifteen)

THE EDITOR'S PAGE

APPRECIATION

Dr. F. M. Wood and his committee on Entertainment of the Baltimore meeting, spared no pains in making the 21st annual session of the Association most enjoyable. Every comfort of the delegates was taken care of. Dr. Wood, as General Chairman, was one of the busiest persons in Baltimore and was ever ready to give assistance to all who came to him. Miss Emma E. Bright, Hostess, saw that the delegates were housed in the best homes of the city. Social and entertainment features were provided by Professor Howard M. Gross and his committee. Miss Mary G. Brown and her committee were in charge of the places of meeting and saw that they were conveniently located. Committee on courtesy, Miss Margaret Seldon, Chairman, seemed to anticipate the wishes of those who came to the meeting. George B. Murphy, Chairman of the membership committee, and one of the staunchest supporters that the Association has, secured the enrollment of every Negro teacher in Baltimore for the Association. W. Cato Anderson was in charge of visitation and conducted the delegates to places of interest throughout the city. Gobert E. Macbeth, chairman of the committee on information, was continually kept busy, giving delegates information as they desired and in addition, he arranged for a broadcast of an address by President Scott. The Association is fortunate to have wide awake young men like Mr. Macbeth, who are so deeply interested in the education of Negro youth. Carl J. Murphy, President of the Afro-American, in addition to welcoming the delegates on the part of the citizens of Baltimore, gave splendid publicity through the Afro-American and other newspapers. Lewis T. Snowden, who was in charge of the Boy Scouts, provided many courtesies and much assistance to all who were present. Too much cannot be said of W. Llewellyn Wilson, who was in charge of musical activities. The program rendered by Mr. Wilson and his committee will long be remembered. James A. B. Callis, in charge of printing, saw that the delegates were well supplied with printed material that enabled them to become acquainted with the streets, activities and places of interest in the city of Baltimore. Mrs. Violet Hill Whyte was in charge of the divisions

and through her tact and thoughtfulness, was able to keep the divisions going on time and adequate reports were gathered from each division.

Dr. J. O. Spencer and the faculty of Morgan College made the sessions held at Morgan most enjoyable. The boat ride to Brown's Beach, Friday afternoon, gave the delegates and visitors a pleasant relaxation after a strenuous week of intensive work.

The N. A. T. C. S. will look back upon its 31st annual session at Baltimore with grateful appreciation for the courtesies extended by these chairmen, their committees and the citizens of Baltimore.

Attention is called to the fine recommendations made by President Scott at the Baltimore meeting. Every teacher should read these recommendations and cooperate with the officers and Executive Committee in an effort to make the Association an educational service agency for Negroes in America.

BALTIMORE MEETING

Sentiment for a new program in education of Negroes was crystalized at Baltimore at the meeting of the Association in July and was expressed in the five point platform adopted. This five point program is printed elsewhere in this issue of the Bulletin. The results also are forward looking and present a new point of view with respect to educational policies. It is not sufficient to adopt programs and platforms. The members of the organization must become active in an effort to put over such programs and objectives. The National Association itself is powerless to become effective unless the state and local associations give cooperation and help. The most that the National Association can do is to point the way and be of assistance to the several state and local bodies.

The new Department of School Principals headed by W. A. Robinson of Atlanta, Georgia; the Legislative Committee to be appointed by the President and the Educational Service Committee, J. W. Scott, Chairman, should prove very helpful to state organizations in formulating programs of activities. These associations are urged to take advantage of the studies made by these committees.

PLAN OF MEMBERSHIP ADOPTED BY DELEGATE ASSEMBLY OF THE N. A. T. C. S. IN BALTIMORE

1. The president and secretary of every state teacher organization and of every large local teachers organization that accepts this plan shall become members of the General Council of the National Association of Teachers in Colored Schools by virtue of their election to their office in their state or local association. They shall replace the state representatives now set up in the General Council.

2. A fee of 50c per member will be collected in each state organization which adopts this plan. This 50c will be collected from every member of the state or local organization to be turned over to the secretary of the N. A. T. C. S. by the officers of the state or local association. This 50c will be a full annual paid-up membership in the N. A. T. C. S. This 50c N. A. T. C. S. fee will be collected from every member of the state or local organization at the same time the annual state or local fee is collected.

Persons who are not members of their state or local teachers association or who reside in states which do not adopt 50c membership plan will pay annual membership fee of \$1.50.

Libraries, societies, etc., will pay an annual membership fee of \$1.50.

3. It will be the duty of the general council annually to select one topic for investigation. The topic shall deal with some problem given to all the states having dual systems of education or some problem highly important in the field of education. A topic for investigation may be continued for more than one year if the General Council so decides.

4. There shall be an annual publication of the study which will be decided upon by the General Council and a copy of the publication will be mailed to every member of the National Association of Teachers in Colored Schools.

5. This plan should be submitted to the various state and local associations at their next meeting for ratification, approval or disapproval.

The President and Executive Secretary shall select two persons in each state to present this matter to their state associations and make report of the decision of the state association to the Executive Secretary.

6. The next annual meeting of the N. A. T. C. S. shall canvass the result of the action of the various state and local associations in their consideration of this plan, and if enough favorable action has taken place they shall present the plan to the Delegate Assembly of the N. A. T. C. S. for definite action.

(Continued on Page Nineteen)

FIVE POINT PROGRAM ADOPTED BY THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Preamble

The National Association of Teachers in Colored Schools is dedicated to the proposition that equal educational opportunities shall be provided for all the children of all the people of our great nation; it does not subscribe to separation in education nor in any other phase of our common national interests, but it does recognize in certain sections of our country the actual existence of separation established by law; it is dedicated to the proposition, therefore, that so long as separation on the basis of race does obtain the law, the following policies or principles shall determine its action:

1. In the distribution of public tax funds and all other funds used for educational purposes, it insists that such distribution should be made on an equitable basis without regard to race.

2. The Association believes it is the duty of the state to provide funds for the general education of all its people, but to the extent that the state is unable to provide sufficient funds for general educational purposes, it subscribes to the principle of federal subsidy toward the equalization of educational opportunity for all, as within and among the states, territories and the District of Columbia, provided that such federal subsidy shall be distributed by the Office of Education of the department of the Interior on the basis of evident needs without regard to race, and provided further that the Office of Education shall require the states so subsidized to render an accounting of these funds.

3. The Association stands for a single salary schedule and for tenure for all teachers, each applied without regard to race or sex, and based solely upon training and experience.

4. The Association is convinced that the overcrowded conditions existing in many colored schools, the lack of an adequate number of teachers, the lack of sufficient buildings and equipment to meet the needs of the colored school population, constitute a distinct menace to our democratic institutions.

5. The Association advocates the inclusion of stories of Negro life and history in school readers and general literature adopted for use in public and private schools, so as to develop an appreciation of Negro life and of the Negro's contribution to civilization; it urges also the exclusion of all material used in public schools that gives an unfavorable impression of, or develops prejudice against, any race.

THE NEGRO TEACHER AND A PHILOSOPHY OF NEGRO EDUCATION

(Continued from Last Issue)

Dr. Ambrose Caliver

NEED OF A PHILOSOPHY OF NEGRO EDUCATION

More urgent, however, than all these factors, and transcending in importance the questions: **What** and **how** shall we teach? are the questions: **For what** shall we teach and **why**? These questions cannot be answered without reference to the larger problems of education in our American democracy, nor can they be adequately considered apart from the practical life and necessities of the Negro race in its relation to our social order. This means that new guiding principles and dominating motives must be evolved in the education of Negroes. In brief, we need a new philosophy of Negro education; a philosophy that will not be apart from the general philosophy which will eventually underlie the whole educational system of our republic, but one which will be included in it; a philosophy which will not stigmatize the Negro as something inferior because of his differences, but one which will develop the distinctive qualities of those who are different; a philosophy which will not limit and restrict educational advancement, but one which permits of the fullest possible contribution to society commensurate with capacity, interest, and effort.

Such a philosophy it is the duty of Negro educators and others genuinely interested in the welfare of the race and the Nation to formulate. In order to develop and adopt such a philosophy, at least three things are necessary: First, Negro teachers and administrators must become more scientific; second Negro teachers must effect a better coordination between learning and life; and third, the whole educational process must be infused with a moral purpose which will control and direct the conduct of pupils, teachers, and administrators alike.

More Science in Negro Education Needed

It would be superfluous here to dwell upon the introduction of science and its development in education. We shall discuss, however, some aspects of the tardiness with which science has been introduced into Negro education.

Teachers and scientific experts must cooperate. There are at least two reasons for this tardiness: First, some people believe that teachers, and especially Negro teachers, need not bother about science in education. "Let the expert," they say, "do the scientific thinking and experimentation and the teachers can apply the results of his work to teaching."

There is a fundamental fallacy in the assumption which is implicit in this hypothesis. The fact is overlooked that true science is a method, a way of thinking and acting, and rests upon cooperation. Now, in order for persons to cooperate in a task there must be a basis of common understanding respecting

certain fundamental factors and conditions underlying the project. It is as necessary for the practitioner to understand the limitations of the technique or material as it is for the producer of them to understand the limiting factors in the circumstances under which his scientific method is to be applied.

It follows, then, that scientific training and attitude are necessary in order to effectively use the results of the application of science to education. Scientific measurements cannot be so accurate and other scientific techniques and procedures so refined as to eliminate the necessity for critical thinking on the part of those who use them. By becoming more scientific in their thinking and approach to their tasks Negro teachers may hasten the time when science will permeate our educational structure and assist in the solution of our problems. Also they will thus become participants in an enterprise of substituting for authority, dogmatism, tradition, and opinion as the controls of our actions, the principles of science and experimental method.

Administrators and teachers in Negro schools must become more scientific. The second reason that science has been tardy in finding a fruitful field of action in Negro education may be attributed both to administrators and teachers in Negro schools and colleges. In many instances administrators of educational institutions for Negroes are lacking in understanding and appreciation of the contributions of science to education. This makes them reluctant to allow their teachers to introduce some of the innovations and newer procedures into their educational programs. Moreover, many of them are men of action, brought up in the school of experience, hence are impatient with reflection and critical evaluation of what they do. Another cause of this reluctance in some instances may be jealousy and fear, coupled with a false idea of expressing their power and authority and of maintaining their own prestige.

On the other hand, some Negro teachers who have had the advantage of scientific training in our leading universities often become impatient and so out of sympathy with the **status quo** that they antagonize both the administration and their colleagues. The revolutionary tendencies of such persons frequently renders impossible the development of scientific experimentation and evaluation. Again there are teachers who may be thought of as **pseudo-scientists**; who received only a "sprinkling" of the scientific spirit rather than an "emersion"; who wish to objectify and measure everything; and those things which will not lend themselves to their scale of measurements and objectification, including some of the social, moral, and spiritual values of life, are discounted or entirely ignored. Such persons have been

called sophomoric in their attitudes, and, often become cynical in their dispositions toward many of the issues of life.

There is a third group of scientists who have retarded the spread of science in Negro schools. They are individuals, who believe their particular field is the only one amendable to the application of the scientific method. They shut themselves off from contact with the culture which produced them and impede the free flow of ideas. This not only thwarts their own growth, but it helps develop that vicious monster, which we discussed earlier, "compartmentalism," in both school and life.

From what has been said it may be readily inferred that the science to which reference has been made is no narrow and restricted science, aborted to the use of selfish and individualistic purposes, but rather an all-inclusive science. A science in which abstraction and contemplation have a place as well as objectivity and exact measurement. A science which does not ignore social cultures and forces, but which finds in them fruitful fields of operation. When science is thus conceived, knowledge will be considered as potential power for use in the solution of social problems and as guides to conduct.

Learning and Life Must Be Coordinated

The second essential in formulating a philosophy of Negro education and in reconstructing our social order is that learning and life must be coordinated.

Teachers must know life. But before teachers can coordinate learning and life they must themselves know life and better understand the social issues of the day. Moreover, if they are to be really qualified teachers they must feel some responsibility for the kind of culture into which children are thrown daily and into which they will soon be inducted as adults.

Reduced to its simplest terms this means that subjects of instruction should not be taught in isolation from life and without reference to the ultimate goals of the pupils, but that they should be taught with definite reference to their social relation and use. It further means that teachers of school subjects should assume some responsibility in making their subjects function in the culture of the community and in the lives of adults. It is too much to expect the short schooling received by our youth to provide the intelligence, knowledge, and habits for adult responsibilities and functions. Our age is too complex, and our problems too vast to be dealt with save by a union of child and adult education and a continuous synthesis of knowledge and life. Unless the parents and patrons advance correspondingly with the pupils, education in general will be retarded.

Teachers should be less "school-minded" and "subject-minded." The trouble with most of us is, we are too "school-minded" and "subject-minded." We have the idea that wholesomely and effectively functioning personalities can be developed in a social vacuum, and that the child exists for the subjects rather than the subjects for the child. In conse-

quence, we too frequently fail to recognize the vital, practical relation of the school to the community and disregard the individuality of the child in the interest of the subject.

This is not a trait peculiar to Negro teachers. Unfortunately, most teachers of every school system have been saturated with the virus. In speaking of the evils of education in disregarding individuality, Esther, in Dickens' *Bleak House*, said of Richard Carstone, "He had been eight years at public school, and had learned, I understood, to make Latin verses of several sorts, in the most admirable manner. But I never heard that it had been anybody's business to find out what his natural bent was, or where his failings lay, or to adopt any kind of knowledge to him. He had been adapted to the verses, and had learned the art of making them to such perfection, that if he had remained in school until he was of age I suppose he could only have gone on making them over again, unless he had enlarged his education by forgetting how to do it. Still, although I had no doubt that they were very beautiful, and very improving, and very sufficient for a great many purposes of life, I did doubt whether Richard would not have profited more by some one studying him a little, instead of his studying them quite so much."¹

The manner in which many of us teach is calculated to make people hate knowledge. I knew a young man who entered the first course of a subject with great enthusiasm and with the hope of making the subject a life-long interest. At the close of the course he had read so many books, was required to learn so many theories, and had taken so many examinations that he was completely confused as to the fundamental meaning and relation of the subject and vowed never to open a book on it again.

One is reminded here of a statement from another of Dicken's characters in *Barbox Brothers*. Young Jackson, in answer to a former teacher who asked him what she was like, said: "You are like a blight all through the year to me. You hard-lined, thin-lipped, repressive, changeless woman with a wax mask on! You are like the Devil to me—most of all when you teach me religious things, for you make me abhor them."²

Need of a Higher Morality

Even though science may be diffused throughout our educational program and every teacher be thoroughly inoculated with its method and spirit; and though learning and life be so coordinated that they are practically coexistent, there is still one requisite before we can have a sound philosophy of life and education. **It is necessary to have the whole process undergirded and shot through with moral purpose.**

¹Hughes, J. L. Dickens as an educator. Op. cit.

²Ibid.

Too many teachers in their anxiety to be thought sophisticated have discarded not only their religious beliefs, but have frequently lost their moral integrity. Many of our schools and colleges, in order to be modern, stress only intellectual training, disregarding almost entirely the importance of developing character. The state of our educational system is today characterized by no greater calamity than the lack of esteem and the disregard which many pupils and students have for some of their teachers. This lack of esteem and this disregard are due almost wholly to a lack of moral integrity and strength of character in the teachers affected.

Injustice, partiality, deceit, bluff, falsehood, disregard of the finer sensibilities of children, cruelty, and licentiousness are among the evils of which teachers in general are frequently accused. If certain of these qualities are attributable to any of the teachers and administrators in our Negro schools and colleges, they should reflect on the example they are having on the character of Negro youth. Because of the power of example, teachers should be of the highest type which our civilization affords. If a teacher is deficient in some skill or branch of knowledge frequently by hard and diligent work the deficiency may be remedied, but if he reaches maturity without having acquired an abiding sense of personal, social, and professional ethics, God help the pupils!

All the great teachers, prophets, and leaders of every age have been men and women who were dominated by strong moral purposes: Socrates, Jeremiah, Jesus, Comenius, Pestalozzi, Horace Mann, Abraham Lincoln, Frederick Douglass and Booker Washington, not to mention countless others less well known but who had a tremendous influence on their own and subsequent ages. Under the care of our teachers the leaders (and followers), who are to make possible a better day, are now in the making.

In view of the early age at which children acquire their moral concepts and because of the many other varied and subtle agencies which day by day create children's desires, tastes and motives, a heavy responsibility rests upon the teacher. The primary motive of the movie, the press, the radio, and the many forms of commercialized amusement is to make profit. With this aim in mind they take the line of least resistance and appeal to the lower tastes and desires. These tend by the very weight of their own immediate satisfaction to pull the tastes and ideals further and further down in the scale of values as the child grows into maturity. The only antidote we have for this "moral malady" is to counteract it through the school. But if the school encourages no finer tastes than the "street" and offers no higher ideals, then we are in a sad plight.

STEPS IN DEVELOPING A PHILOSOPHY OF NEGRO EDUCATION

If the Negro teachers are to become cooperators in the process of vitalizing learning and of relating what they teach to the needs and conditions of Negro

boys and girls they must enlarge their outlook on life and become better acquainted with and more sympathetic toward the life the Negroes have lived and are living now. This latter demand is absolutely essential if they are to help reconstruct Negro culture in America.

Special Problems to be Attacked

What are some of the specialized and practical problems which Negro teachers must attack if they are to assume this larger responsibility of remodeling our lives in terms of a reconstructed philosophy such as we have tried to outline? The problems which I shall suggest are only illustrative of many others. They obtrude themselves not only upon the Negro teacher-in-service, but also, to the institutions preparing Negro teachers, they become a matter of real concern.

The first problem to be mentioned is one of morals. It is difficult to preach the worth of goodness to him when in his relation to the majority group the Negro encounters so much injustice, deceit, and lack of fair play. Yet in spite of these things, while making every effort to eradicate them, Negroes should continue to cultivate those qualities of "faith, hope and charity" which have characterized the race in the past.

It has been said that the Negro is a child of Nature. If this be true, then it should not be difficult for him to be honest and truthful. And, indeed, it has been reported that in general primitive Negroes in Africa are truthful and honest. It has further been reported by good authority that many immoral traits unknown to the African were inculcated in him through his contact with western "culture." Certainly it cannot be gainsaid that the Negro in America learned many of the vices now attributed to him during the period of slavery.

Would it not be well, therefore, for Negroes to refrain from imitating the vices of our western culture and to consider the wisdom of going back to the "faith of their fathers," and rooting their lives in the fertile soil of simplicity, faith, hope, and love? While intelligently seeking economic security for the least of us, let us not become dollar chasers and money mad; while constantly maintaining an intelligent vigil concerning our personal and group welfare, let us not lose faith in the ultimate goodness of humanity; while facing the stern facts of life with industry, courage and determination, let us still be optimistic and dominated by the spirit of good-cheer and the belief that "God's in his heaven; all's right with the world"; and even though men may despise and persecute us, while using every available means of defense and self protection, let us not permit the germ of hate to find lodgment in our breasts.

This is the "faith of our fathers" which should be taught Negro youth, not merely because they are Negroes, but because they are the most likely channels through which the faith that is so much needed today may be passed on to civilization. Such a spirit

will give moral purpose to our lives, and will in turn integrate our personalities, unify the various forces of our civilization and direct them toward higher and more satisfying goals.

Then, there are the problems of race pride and personality. During the period of slavery the personality of the Negro was depreciated, and race pride was discouraged. In view of these facts, therefore, teaching Negroes something about the history and accomplishments of their race in order to engender the spirit of personal and race pride becomes a matter of great importance. Notwithstanding this fact, the regular school histories contain practically nothing of an inspiring nature concerning the race, and very few public schools for Negroes have courses in Negro history. While not surprising under the circumstances, it is lamentable how little most Negro high school graduates and many college graduates know about their own race. This deficiency may be partially corrected by giving all prospective Negro teachers, as well as those already in service, instruction in the background of the Negro and his contributions to civilization, and instruction in diffusing this information among Negroes, either by regular courses or through extra-class activities. The Negro teacher has a responsibility in this connection to adults of the community, both white and colored, as well as to the pupils.

Among other social problems tending to restrict the expansion of the culture of the Negro which teachers should study, from the historical viewpoint, as well as from the contemporary social, scientific, and philosophical approach, the following may be mentioned: Lack of self-confidence, lack of cooperation, and need of interracial good-will. Three other characteristics, resulting partially from the Negro's background, which should be mentioned in this connection are: Lack of precision and definiteness, procrastination, and lack of ability for sustained interest. Some special educational problems which should be attacked and their implications studied are: Lack of availability of schools, shortness of the school term, retardation, lack of facilities, and disproportion between enrollment of Negro boys and girls. And, finally, certain economic problems, such as: Aversion to work, partially attributable to the system of slavery; the shifts taking place in the Negro's occupational life, due to economic trends; and the need of re-education should be given special consideration.

Many of these problems and others not mentioned are peculiar to the Negro only to the extent that his background accentuates their bearing and his present relation to our society prevents a normal solution of them. Therefore, to the extent that problems are peculiar to the Negro and his relationship to the body politic is abnormal Negro educators should acknowledge the situation, face the facts, and devise ways and means of facilitating the personal and social integration of members of the race. What-

ever extra training and work are required and however difficult the task sooner or later the responsibility must be discharged.

If the Negro teacher is to regain the esteem of the public and assume his rightful position of leadership in reconstructing our lives, he must go outside the textbook and the classroom and grapple with practical problems of social welfare, economics, politics, morals and religion. He must relate learning to life and his teaching to the community culture and the general advancement of the race.

Special Training Needed

In order to attack these and similar problems with intelligence, Negro teachers must have larger equipment than has in the past been given by their regular academic and professional education. That training has usually taught teachers **what** and **how** to teach. A study and consideration of such problems as outlined here will help them to select the larger goals toward which they should strive and will answer the question why one goal is better than another and why one means of attainment rather than another should be preferred.

Also a consideration of some of the fundamental moral problems suggested above on the part of teacher-preparing institutions will teach youth that it is better to be wise than smart; that the good life is more to be desired than sophistication; and that fair play in the end is more fruitful than cleverness.

(Concluded in Next Issue)

ANNUAL REPORT OF EXECUTIVE SECRETARY

(Continued from Page Nine)

We have the assurance of most of the persons who have not paid their pledges that they will pay in the near future, so that we are quite certain that we shall be able to clear up all of the obligations of the Association during the next year.

The total expenditures were	\$3,580.89
Distributed as follows:	
Salaries	\$1,259.50
Miscellaneous Expenses	144.22
Postage and Stationery	200.90
Traveling Expenses	1,538.21
Bulletin	444.01
Total	\$3,580.89

You will note that the item for salaries is exceedingly small. This is because we have not been able to pay anything like adequate salaries to the employees of the Association. The Executive Secretary has received less than \$1,000.00 during the year. Upon the basis of his contract, he should have received something more than \$1,700.00 in salary but taking care of the other expenses, he found that it was impossible to pay himself the amount due him. The

(Continued on Page Eighteen)

PRES. SCOTT'S ANNUAL ADDRESS

(Continued from Page Six)

"Lay me on an anvil, O God,
Beat me and hammer me into a crowbar.
Let me pry loose old walls,
Let me lift and loosen old foundations.

Lay me on an anvil, O God,
Beat me and hammer me into a steel spike.
Drive me into the girders
That hold a skyscraper together.

Take red hot rivets and fasten me into the central
girders;
Let me be the great nail holding a skyscraper
Through blue nights into white stars."

My fellow teachers, ours be the task to pry loose old walls, to lift and loosen old foundations in building a new educational structure. Ours be the task to lift the horizon of the race, to build hope, faith, and courage into its life, to give it worth and dignity and its rightful place in our national life. As the two races worked together under a past regime for the exploitation of the material values of a virgin continent, let them in the future, inspired by the vision of a new America, cooperate in developing its spiritual resources. Let us build together a new America whose foundation shall be social responsibility and whose life shall be guided by that righteousness which exalteth a nation. Let us here pledge anew our faith in God, in education, and in democracy. Let us here bravely undertake the task of realizing a new program of education for colored schools in building a new and better America.

As a final word, I wish to thank you again for the high honor you have conferred upon me. During the year I have written hundreds of letters in the interest of the Association; I have responded to many calls—local, state and national. I have found everywhere the kindest reception and the deepest interest in our problems. I thank you one and all for your wholehearted cooperation to which I owe whatever success my administration may have achieved.

PRESIDENT SCOTT'S RECOMMENDATIONS

1. Amend Act IV, Section 1, so as to include: (a) A national conference of principles to embrace elementary and secondary schools. (b) A new department to foster the special education of handicapped children, particularly the mentally defective.

2. Appoint a committee on legislation to supply data and advice in matters for legal action, affecting plans for better school facilities for the race; the

committee to consist of five members and residing in or near the Capital.

3. Appoint an educational Service Bureau consisting of ten members—five men and five women—to serve for a period of five years, the duty of which shall be to carry out the aims set forth in the "Inside Program" of the President's address.

4. Authorize the Executive Secretary to compile and print the proceedings of the N. A. T. C. S. from the beginning of its history, allowing approximately 3 pp. for each of the first twenty sessions; the whole volume not to exceed 150 pp. exclusive of illustrations.

5. Present a memorial to our Chief Executor asking him to authorize a postage stamp and a coin bearing the impress of Frederick Douglass and Booker T. Washington respectively, both of whom may justly be ranked among the makers of American history as well as leaders of America's largest minority group.

6. A resolution urging the re-introduction of the Costigan-Wagner Bill in the Congress, aimed at the suppression of lynching and the burning of human beings in our country.

7. A resolution approving the nation-wide movement to put an end to the showing of immoral films in our theatre so detrimental to our youth.

8. Suitable memorial services for our fallen members during the year. Among these—Miss E. F. G. Merritt, Miss Lucy Laney, Miss Lucy E. Moten, Dr. S. G. Adkins, Dr. L. J. Rowan, and others perhaps less noted but not less loyal to the Association.

9. A special resolution commending the splendid services being rendered the race by Dr. Ambrose Caliver in his unique position as Senior Specialist in Negro Education, U. S. Office of Education; also the excellent work of our Executive Secretary, Dr. W. W. Sanders, during the year as full-time secretary of the Association.

Respectfully,

J. W. SCOTT.

PLAN OF MEMBERSHIP

(Continued from Page Eleven)

Should a sufficient number of states adopt this plan, the Association meeting in Tallahassee, July 30, 1935, will ratify it and thereafter each state in collecting membership for its own association will collect 50c from each of its members for the National Association. The state affiliating will be entitled to representation in the Delegate Assembly and General Council. Each member in a state affiliating will receive the Bulletin. In states that do not adopt this plan and in states where there are no state or local associations, the National Association membership fee will continue at \$1.50.

THE "LOG CABIN" COMMUNITY CENTER COLLEGE MEN SPONSORING AND LEADING IN A MOVEMENT FOR BETTER AND FINER THINGS IN COUNTRY LIFE

By Z. T. Hubert

Down here in Hancock County, Georgia, there is a Negro rural community better organized, perhaps, and better conditioned than can be found elsewhere in America today. Thirty-nine farmers in this settlement own their homes and farms, some 12000 acres of land, along with some fifty others who are doing good work as renters and tenants. It is the home of the Huberts, the Dixons, the Skrines, and other families who have and are figuring extensively in our present day education program. Materially and spiritually this place has an ancestral background calculated to lend inspiration to its youth.

More than sixty years ago, three brothers together, shortly out of slavery, settled here in the forests to begin life for themselves and to build homes and rear families. Dedicated to the memory of two of these there is today a beautiful, unique, and commodious "Log Cabin" Community Center—the "Camilla-Zack Country Life Center"—where young and old foregather for some of the things that make country life, any life, worth while. The sons and daughters, and the grandsons of these pioneers are moving spirits in the community activities.

What Is Being Done

One of the most important functions of any community is the education of its children. Here is found a commodious five teachers Rosenwald School, which is now the County Training School. Prof. F. D. Law, as Principal, is a college trained man as are all of his teachers, and the county superintendent says it is the best school, with the best teachers, in the best community in her county. In addition to the regular grade and High School work there is the Vocational work in Agriculture, the Home Science work, and the Shop work.

There is the Union Church with its share in the community program. Plans are underway for a local parsonage. The school, the Community House, and the Church are centers of community activities and all are interlocking.

There has been erected and now in operation a Community Store and Filling Station. The plan is to be a Cooperative one and offers opportunity for cooperation buying and selling.

The "Center" the Church, the School, the Store are only some of the evidences of material progress in the community. We can mention others, as additional Cabins, remodeled and improved homes here and there which are a natural result of the forward movement for better things. But in a farming section where the only source of income is the products of the farms it is only natural that these come in for primary consideration.

Better Farming Programs

Better living, in the main, demands larger earning capacity, and for farmers this means increased production through improved methods in growing and handling crops. In the live-stock end, thorough-bred short horn cattle have been introduced for beef production; big bronze turkeys; duroc-Jersey hogs, and the effect of this good blood infusion may be seen throughout the community. Perhaps the local county newspaper can better tell this story as carried in a recent issue editorially:

What "The Sparta Ishmaelite" Says:

"Colored Farmers Made Success at Log Cabin."

"During the year just closed, Z. T. Hubert, colored leader in the Logan Cabin Community Center, has developed in a most satisfying way two definite farming projects.

"First, through his leadership and guidance during the past spring and summer, all of the farmers of the district had a supply of flour made from wheat grown and harvested by themselves. To make this possible at the outset, a hundred bushels of wheat was secured as a loan to encourage extensive planting by those who had none. As a result more wheat was grown here than in any previous year and with splendid results.

"To insure service at harvest time the Hubert brothers purchased a community threshing machine which was operated in a most satisfactory manner for community interests. The fact that there is first class separator in the community is encouragement to the farmers to plan more grain this year for home consumption, and practically every farm now boasts its wheat, oats, and rye crops.

"Early last spring Leader Hubert carried one of the community men to the Gramling Sweet Potato farm in Orangeburg County, S. C. The outcome of this trip was the potato project at the Center. The first objective was to raise on an acre sufficient quantity of marketable potatoes. After proper fertilizing of land and its preparation the potato slips were spaced 14 inches in the row. Local farmers objected that only strings would be grown. But when harvest time came the largest quantity of marketable potatoes ever seen here to the acre was their surprise. The yield exceeded 300 bushels per acre.

"Next came the marketing problem. All right to grow potatoes but there will be no market said the neighbors. But Hubert set about finding a way. In building a new barn he improvised a curing house, and looked up a quality market and the proper time for selling. Result, he sold all his potatoes in the Atlanta market for 90c per bushel. This is simply

a type of the practical demonstration work, most serviceable of its kind, quietly going on at this Center in our own county under expert guidance."

In a short article it is hardly possible to mention all the ways in which the Center functions. One would be tempted to write of the successful individual farmers; the recently improved homes; the important conferences and meetings here held during the year largely for the educational effect upon the people locally; the Summer Teachers School now in the third annual session. One would also be tempted to write of future plans and prospects, our program—the annual health clinic of the state Medical Association; the Health Center building, plans for which are already out; the organization and meetings of the local community clubs, but suffice it to say that in the minds of all, not only here in the community, but the county and the state, it is immensely prophetic of a new day in country life and living.

Let P. H. Stone, State Director of Extension work give his impression following a visit to the Center:

(Savannah Morning News.)

"I have just returned from a long trip to Hancock County. While there I had the pleasure of seeing the Log Cabin Community Center which is being constructed through your efforts and leadership in the Springfield community. It promises to be a lovely unique building in a fine old setting of pines and hill, and will certainly be a tribute to the memory of the Huberts, Dixons and others who there pioneered in community building in Georgia.

"In addition to seeing the building under construction I had the attitude of the local people.

"There is a spirit of enthusiasm and unity here that cannot be equaled anywhere in the state now. Every home visited had something worthwhile to show—a crib of corn, a smoke house full of cured meat, a flock of pure bred laying hens, a herd of high grade producing jerseys or something similar; not a blue note during my whole visit. This is unusual during these times. But I saw something even more unusual. In most communities where outside capital comes to build a school or to support a local institution, local initiative tends to die, and the people gradually develop a characteristic aloofness and hands-off attitude. Not so at Springfield. Everywhere one hears the expression 'our school', 'our center', 'our church', 'community', 'us and we.' It's fine. And somehow you have been able to keep the common touch, notwithstanding the superior advantages you have had for the older ones proudly and affectionately call you 'Ben' while the young folks and the children speak of Professor 'Ben.' Your formula for doing this would be a wonderful contribution to the tools of education."

REPORT OF EXECUTIVE SECRETARY

(Continued from Page Fifteen)

Travel Allowance is small considering the fact that more than 26,000 miles were traveled during the year and that it was necessary for the Secretary to have with him someone to assist him on these long trips. Mr. Percy Terrell, who has assisted the Secretary most of the year, has received no salary and the Secretary has taken care of his expenses which are included in the item of Travel.

Because of the fact that the Secretary was compelled to be on the field much of the time during the year, it was not possible to make remittances direct to the Treasurer each month. Often collections had to be made before a trip could be completed. This accounts for some seeming irregularity in transfers from the Secretary to the Treasurer.

A statement showing the financial transactions of the Executive Secretary and the Treasurer together with the reports of an accountant is attached herewith.

OBITUARY: During the year death has taken from us some of those who have long labored in the field of Negro education and who have made a contribution to Negro life and progress that cannot be forgotten. As we pause to think of their accomplishments, their aims and ideals, and of the influence of their lives, we re-dedicate ourselves to the task of lifting the race out of its state of ignorance and placing it on the plane with all people in this country. Dr. L. J. Rowan, past President of this Association, President of Alcorn College, a strong force for education of Negroes in his state and in America, passed in June. Dr. S. G. Atkins, past President of this Association, President of Winston-Salem Teachers College, a forceful character in the education of the Negro in this country, passed in July. Dr. E. E. Smith, life member of this Association, President of the State Normal School in Fayetteville, North Carolina, believed in the hopes and ideals of the Association; was a consistent contributor to its financial support, and an eminent educator. Dr. Smith passed early in the year. Dean Oscar A. Fuller, Bishop College, Marshall, Texas, a life member, deeply interested in the work of the organization, passed early in the year. It is recommended that suitable memorial services be held for those who have passed and that a note on their lives and services be inscribed upon our records.

Respectfully submitted,

WM. W. SANDERS.
Executive Secretary

REPORT OF THE AUDITING COMMITTEE OF THE N. A. T. C. S.

After careful check up of the cash book, journal and ledger of the Executive Secretary and the receipts and disbursements of the Treasurer, we find the statements therein to be accurate and do hereby verify the statements of the records as given. The committee notes the careful manner in which the secretary's records are kept, showing receipts by individuals, associations, and states, and similarly for the disbursements. The treasurer's records are likewise kept in a systematic and efficient manner, showing proper distribution of funds.

The committee wishes to express appreciation and commendation for the work of both of these officers.

Your committee urges the teachers of the several states to be more careful in issuing checks so that the Association may not suffer because of checks returned with the notation "Insufficient Funds."

Signed: H. H. LONG, Chairman.

THE EXECUTIVE COMMITTEE

The Executive Committee of the N. A. T. C. S. met in Charleston, W. Va., September 22, 1934. Members of the Committee present were: Garnet C. Wilkinson, George B. Murphy, J. W. Scott, W. D. Miller and Wm. W. Sanders. Others present were: H. H. Long and H. A. Haynes.

The Committee decided to put into immediate execution the plans formulated at the Baltimore meeting. The Secretary was directed to mimeograph the Montgomery Plan of Membership and send it to each State President with the request that the State Association vote upon the plan and report back to the Secretary. Should a sufficient number of states adopt the plan of membership, the new status will begin after the Tallahassee meeting, August 1935. The Committee decided that the present plan of state affiliation shall continue, even though the states adopt the membership plan.

During the year the Association plans to hold 6 regional conferences, to be presided over by the Vice-presidents of the Association. As far as possible the leaders of these conferences will cooperate with Dr. Caliver, Senior Specialist in Negro Education, U. S. Office of Education, in helping to put over the program adopted at the Conference on Fun-

damentals in the Education of Negroes held in Washington under the direction of Dr. Caliver.

The Committee drafted a memorial to the Trustees urging that immediate steps be taken to finance the Association so that the Executive Secretary could give more of his time to office duties and to the carrying out of the program of the Association without having to be hampered with the task of raising money for the Association.

The Committee ordered that the Bulletin be printed 4 times this year. The following persons were appointed to head up Association activities: W. A. Robinson, Atlanta, Georgia, Director of the Division of School Principals; J. W. Scott, Cincinnati, Ohio, Chairman of the Educational Service Committee, and I. J. K. Wells, Charleston, W. Va., Chairman of the committee to make a research of the participation of Negroes in political activities in the several states.

THE BULLETIN

Statement of Net Receipts From States, July 31, 1933, to June 30, 1934, Showing Annual, Affiliating, Life Memberships and State Affiliation.

Each teacher should scan this report and see where your State stood during the past year and decide to make a better showing during the year 1934-35.

	Annual Memb.	Aff. Memb	Life Memb.	State Aff.	Sust. Memb.	Total
Alabama	95.35		25.00	50.00		168.35
Arkansas	10.50		13.00			33.50
Delaware	95.00			50.00		145.00
Dist of Col.	775.00		27.50	10.00		810.50
Florida	200.00					200.00
Georgia	46.00		25.00			71.00
Illinois	1.50		25.00			26.50
Indiana	91.50					91.50
Kansas	16.50					16.50
Kentucky	105.85		60.00	10.00		175.85
Louisiana	153.50	25.00				178.50
Maryland	218.00	30.00	65.00	50.00		363.00
Mississippi	40.00					40.00
Missouri	60.00		25.00			85.00
New Jersey	1.50			25.00		26.50
New York	1.50					1.50
North Carolina ..	8.50		40.00			48.50
Ohio	106.00		90.00			196.00
Oklahoma	87.41		75.00			162.41
Pennsylvania	14.25					14.25
South Carolina ..	65.50	5.00	75.00			143.50
Tennessee	84.00		5.00	25.00	25.00	139.00
Texas	10.50				5.00	15.50
Virginia	53.50		40.00			93.50
West Virginia	268.00		50.00	25.00		343.00
Total	2,603.36	60.00	640.50	245.00	30.00	3,578.86

AMPLE Education for ALL Americans

¶ Increased interest in the Association was shown by teachers throughout the country during the past year. This indicates that there is a healthy sentiment among teachers in Negro schools, to make the N. A. T. C. S. an affective instrument in securing for Negroes equal educational opportunities. Everywhere there is a realization that the undertrained, poorly paid teacher, the overcrowded school, inadequate facilities, and lack of financial support for education of Negroes constitute a definite hindrance to that type of recovery that America must have if she is to take a position of leadership among the Nations. "Ample school facilities for every child in America, comfortable school buildings, adequate equipment, a well trained teacher, compensated according to training and experience without regard to race," is the slogan of the N. A. T. C. S.

¶ The Association appreciates the support that has been given to its program during the past year and invites the cooperation and assistance of every American who is interested in the future of the country to join with it in its campaign for better educational facilities.

N 2 '31

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XII

CHARLESTON, W. VA., OCTOBER, 1931

Number 1



PATTERSON HALL

General Administration Building, State Teachers College, Montgomery, Ala.

Published October, December, January, February, April, and May

ANNUAL MEETING OF THE N. A. T. C. S.,

MONTGOMERY, ALA., JULY 26-29, 1932

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CHARLESTON, W. VA., OCTOBER, 1931

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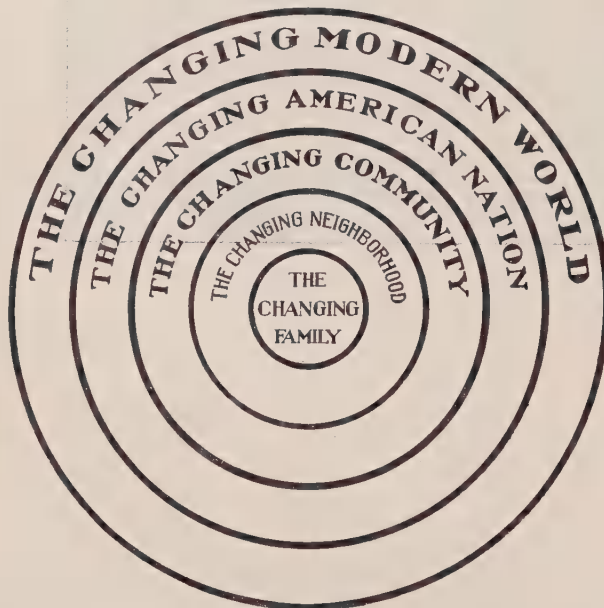
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Letters to the Editor, contributions, news notes books for reviews, change of address, application for membership in the Association, subscriptions, advertising space and rates should be sent to W. W. Sanders, Box 752, Charleston, West Virginia.

Upon payment of \$1.50 dues the member receives six issues of the Bulletin. Subscribers pay \$1.50 per year for the Bulletin.

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SPECIAL FEATURE

Students unable to enter school in the fall need not lose an entire year. They may register for full credit at the beginning of any quarter, except in Medicine, Dentistry, Pharmacy and Law.

REGISTRATION FOR THE WINTER QUARTER

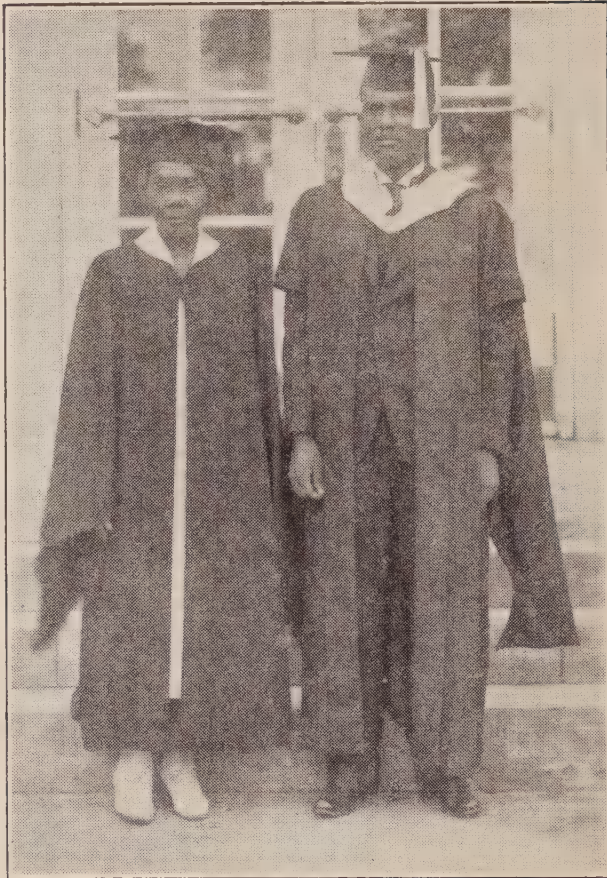
January 4, 1932



For further information write

THE REGISTRAR

HOWARD UNIVERSITY, WASHINGTON, D. C.



**Fannie C. Williams,
Chairman of General Council**

**H. Councill Trenholm
President of N. A. T. C. S.**

On the occasion of the Summer Quarter Commencement at the State Teachers College, Montgomery, Ala., August 12, 1931, when Miss Williams gave the address and President Trenholm conferred six baccalaureate degrees and awarded 171 diplomas.

THE BULLETIN

VOLUME XII

CHARLESTON, W. VA., OCTOBER, 1931

Number 1

A MESSAGE FROM PRESIDENT TRENHOLM

The National Association of Teachers in Colored Schools felicitates its potential constituency of 50,000 teachers of Negro children at this beginning of this 1931-32 school session.

The current period is one of trial for our educational interests almost everywhere. A vast majority of the schools for Negro children throughout the nation are experiencing some curtailment as a result of the general economic conditions of this country and of the entire world. Several states with their large number of Negro pupils and teachers are in a rather critical and almost desperate condition. Quite a number of worthy applicants for active membership in the teaching profession have been denied the opportunity for work this year because of the lack of openings. Teachers and children alike face and experience this period of stress.

However, it is for the teacher to remain the buoyant enthusiastic leader of our schools which are the hope of our civilization. It is for the teacher to realize that those children in school this year have no responsibility for the conditions of the year and are eagerly appealing to us for help since their "chance at formal schooling" comes at this time. It is for the teacher to resolve to do an outstanding job for our children of 1930-31 and to determine through excellent service to justify his or her employment

as a teacher in preference to those many other applicants who are without teaching positions this year. It is for the teacher to continue to serve nobly and neither to desert the ranks nor to lessen her enthusiasm and efficiency because of the trials of our times. A better day must be in store for our interests and our schools.

The National Association of Teachers in Colored Schools is striving to serve in a bigger and better manner in 1931-32. Attention to some professional aspects of our status as teachers is to be a particular emphasis of the year. Several research projects centering about some vital current aspects of our teacher status and the effect of the present economic conditions on Negro Education are in process of formulation. A closer professional articulation with our state associations and some further consideration of the technique of associational efforts are being anticipated. The teachers of Negro youth are called upon to respond to this appeal of 1931-32 and to enjoy the membership privileges of our national body. The 4500 colored teachers in Alabama already anticipate the opportunity to be your hosts in July, 1932, and your president is anxious to discharge the trust which you have committed to him. With your professional support, we move forward.

A Brief Sketch of the Life of the President of the National Association of Teachers in Colored Schools, H. Councill Trenholm

Born July 16, 1900, at Tuscumbia, Alabama.

Formal education at Trenholm High School (Tuscumbia), Morehouse College (A. B., 1920) and the University of Chicago (Ph. B. in Ed., with special honors 1921, A. M., 1925). Attended six-week S. A. T. C. course at Howard University 1918, and served as First Sergeant in Morehouse College unit during Fall of 1918.

Teacher and Special Assistant to President at State Normal School at Montgomery (oldest state-supported institution in the United States devoted wholly to the training of Negro teachers) and president since 1926.

Treasurer of Alabama State Teachers Association, 1926-1929, and now president (elected in April, 1931).

Life member of N. A. T. C. S. Chairman of Division of High School Education N. A. T. C. S. 1926-31. Elected president at Washington, in July, 1931.

Editor of 1931 Yearbook on Negro Education in Alabama, published by the State Teachers Association. Editor of numerous research studies in Alabama during past seven years.

Life member of N. E. A. and active member of Department of Superintendence.

State Director of Oratorical Contests for Elks.

Member of Alabama Inter-racial Commission and recently chosen member of Southern Inter-racial Commission.

Trustee of Selma University. Baptist Denomination.

President of Delvers Literary Club of Montgomery.

Chairman of Executive Committee, Negro Division of State Fair of Alabama. Chairman of Negro Executive Committee, Montgomery Chapter of Red Cross.

33° Mason. Alpha Phi Alpha fraternity.

During the administration of President Trenholm at the State Teachers College, the institution has become a four-year teachers college granting degrees, has increased in gross annual student enrollment from 2958 to 5003, has maintained for five years the largest summer school (2126 in 1931) for Negro teachers in the United States, has experienced a physical developmental program including the acquisition of 32 adjoining acres of land and the erection of two very modern buildings at a cost of \$217,000, has made commendable internal progress as a standard teacher-training institution and has participated very actively in all the professional efforts of both state and national organizations.

REPORT OF THE COMMITTEE ON RESOLUTIONS OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Washington, D. C., July 28, 29, 30, 1931

The National Association of Teachers in Colored Schools assembled in its 28th annual session in the capital of the nation, reaffirms its faith in the principles of democracy and in the efficacy of education as the vital force in that democracy.

It pledges anew its devotion to America and American ideals of equal educational opportunity, of equal and exact justice to all. It expresses its profound belief that the three millions of Negro youth in America are a national asset of inestimable value. Its members representing the 50,000 colored teachers in America, pledge themselves anew to the patriotic duty of developing intelligence, honor and social efficiency in the lives of these youth of the race.

In view of the foregoing declaration of faith, be it resolved by the members of the National Association of Teachers in Colored Schools:

First: That in consequence of needs sharply revealed by the depressed economic conditions over the country, we give increased emphasis to vocational guidance in our schools. Such guidance does not mean classifying children and prescribing occupations, but is concerned with helping our youth to choose, prepare for, enter into and make progress in occupations. Every boy should know before he enters senior high school what occupation he will best succeed in as a life career. The trained boy or girl is relatively sure of steady employment and rapid promotion, while the untrained flit from job to job and when grown up become members of that unskilled army of workers condemned to live on a low economic level. We recommend this resolution to the special consideration of our various State Departments.

Second: That as the unemployment situation continues unabated, we urge our teachers to form definite organizations in their respective communities with some carefully worked out plan to deal with this problem, remembering that as marginal workers, our group is most sensitive to economic depression, and that the future of the race, in the long run, must lie in our own hands for solution.

Third: That we rejoice to see the nation's illiteracy decreasing. From 1920 to 1930 illiteracy was reduced from 6 per cent to 4.3 per cent. In view of the fact that the population increased 16.1 per cent during the same period, this reduction is striking. In only seven states is illiteracy above 10 per cent. Despite the advance made, this 4.3 per cent of illiteracy presents a great challenge to the nation.

Fourth: That we give greater attention to safety education. The appalling loss of human life and the needless injury of persons on our streets and highways call for more than a passing thought. The accident figures for 1930 show that 32,500 persons

were killed and 960,000 injured in the United States by automobiles alone. We commend the plan of using school patrols.

Fifth: That we heartily endorse the proposal of President Williams to place the finances of the Association on a sounder basis to the end that its credit may be unquestioned. The best interest of the Association demands that we set our face against any selfish practices in the management of our affairs.

Sixth: That we highly commend the N. P. T. A. for the many helpful services it has rendered and assure that organization of our sympathetic cooperation in all efforts to promote a closer relation between the home and the school.

Seventh: That we favor the appointment of Negro supervisors over the separate schools in the county and district schools as rapidly as competent persons are found available.

Eighth: That we stand squarely in favor of the Eighteenth amendment and the laws enacted thereunder. That we urge the vigorous and impartial enforcement of all laws for the protection of life and property.

Ninth: That we heartily approve the demand for higher standards in teacher training institutions such as already exist in North Carolina and West Virginia. The goal should be four years' training beyond the high school, since in the last analysis the improvement of the schools must depend on the improvement of the teacher. We further believe that teachers should be paid according to their training and experience, irrespective of race or the grade in which they serve.

Tenth: That we hail with pleasure the tremendous increase of race literature and art during recent years. That we especially commend the new emphasis that Negro history is receiving during Negro History Week as a means of stimulating race pride and self revelation through plays, pageants, paintings, and sculpture.

Eleventh: That we recognize in our land-grant colleges a potential factor in improving agricultural life among our group. To these colleges we must look to make the farmer more than a "miner, mining the fertility of the soil, and selling it for the best cost of the mining." We ask for a more liberal allocation of federal funds among these colleges and a closer articulation of these schools with our public school system.

Twelfth: That we regard the appointment of Dr. Ambrose Caliver as educationist-specialist in the office of education as a worthy representative of our group and pledge him our hearty cooperation in his work of educational surveys of our schools.

(Continued on page 27)

THE INTEGRATION OF SECONDARY AND HIGHER EDUCATION

By AMBROSE CALIVER

The relation between higher and secondary education has had an interesting history, any discussion of which must be predicated upon the many vicissitudes through which these levels of education have themselves passed. It will, therefore, be our purpose in this paper to briefly point out the historical growth of the college and the high school; to indicate the trends in the relationships and contacts which have been maintained between them; and, in the light of past and present tendencies, to suggest what seems to be the major factors and trends which are and will continue to influence, if not determine, the relation between secondary and higher education. The problem is a vital one and should greatly concern not alone the school people, but, touching the very roots of our social, economic, and political democracy as it does, should be of interest to all.

Growth of the College

During the first two hundred years of the existence of the American college one may safely aver that the predominant aim of higher education was "The upholding and propagating of the Christian Protestant religion, by a succession of learned and orthodox men," to promote the higher learning; and "to enrich and enlarge the mind, and also give to it efficiency";¹ and to fit men "for public employment both in the church and civic state."²

It was natural that the schools first founded should have as their purpose the supplying of the needs which grew out of the social and civic life of the people, and, of course, these needs were few and limited during the early days of the colonial period.

Practically all of the educated Englishmen who came to America in the early days were graduates of either Cambridge or Oxford.³ We should expect, therefore, to find Harvard and Yale and some of the other earlier colleges modeled somewhat after the old English educational system. While these schools sprang up to meet the felt needs of the people, they administered almost exclusively to a select few, the intellectual elite; consequently very few changes may be noted which were designed to respond to a changing order and to widening demands. "For almost two hundred years after the foundation of Harvard College, its course of study remained, in essential elements, unchanged. The great-great-grandchildren of Saltonstall, Wilson and Hubbard, of its class of 1642, were pursuing the same studies which their elders had pursued."⁴ (Consisting chiefly of Latin, Greek, and Mathematics.)

The vitality of the American college and its indigenous character are attested by their persistence and their rapid growth. There are now something over 1300 institutions which call themselves colleges or universities. While these institutions claim higher educational status, only a small percentage, probably less than half, are really doing a grade of work that by any standard may be called creditable.⁵

The last one hundred years, during which time most of these institutions came into existence, reveal a differentiation of motive and purpose actuating their founding, and variety of function as indicated by their organization and practices, which are in sharp contrast to what is true of the first two hundred years. While the first schools established were in an essential sense products of the community and had very close relations to the state and the people,⁶ the nature of their charters was conducive to the development of private control. Although this condition possessed characteristics which have been of most significance in rendering them potent factors in the educational leadership of America, it also contained the germ that made these schools less sensitive to the needs and desires of a changing society; hence, the development, during the last century, of schools that were more responsive to the demands of the people for whom they existed.

The spirit of distrust of the colleges had grown *pari passu* with the rise of the democratic spirit. Many persons considered them as tools of a certain class, sect or faction rather than as servants of the people. Two attempts to remedy this situation were made—first, an attempt to cause the state to assume and exercise the right of visitation in existing institutions or to cause their characters to be changed. The second remedy suggested was to ignore the existing colleges "and to proceed to erect new institutions so organized and administered as to meet the highest demands of public responsibility."⁷

The latter remedy proved more effectual and in consequence we find during the 19th century a strong and persistent movement in the direction of state controlled and supported institutions. This interest in higher education diffused itself throughout the entire system, reaching down into the secondary and elementary realm, more of which will be said later in our discussion. Suffice it to mention here the fact that until the beginning of this democratic educational awakening no one questioned as the sole obligation of the then existing secondary schools their policy of feeding the colleges. This was the primary and sole object of the old Latin Grammar Schools,

¹First Charter of Yale University, quoted from Thwing's "History of Higher Education in America"; p. 68.

²Ibid; p. 113.

³Ibid.

⁴Charles F. Thwing "A History of Higher Education in America."

⁵Thwing; op. cit.

⁶R. J. Kelly, "Tendencies in American Education."

⁷Maurice Caullery, "Universities and Scientific Life in the United States"; p. 17.

⁸E. E. Brown, "The Making of Our Middle Schools"; p. 280.

whose curriculum was very narrow and restricted because the demands made upon them by the college were also narrow and restricted, in keeping with the elementary and limited nature of its own curriculum.

The spirit of this increasing educational cosmopolitanism may be summed up in the words of a Mr. B. B. Edwards, Secretary of the American Education Society, who, in commenting on the educational situation (1833) said: "... Its great object seems to be more and more distinctly apprehended. The harmonious cultivation of all the sources which belong to man, is regarded as of paramount importance." There was a gradual breaking away from the classical tradition, with its concomitant remoteness from the vital problems of life to a broadening of outlook and expansion of purpose, until today the keynote of the American college is not culture alone, but service in the truest and highest sense, as President Glenn Frank of the University of Wisconsin sets forth the ideal of our American colleges and universities to be the production of graduates: "Scientific in their attitude toward ideas; democratic in their attitude toward wealth; puritanical in their attitude toward conduct, and aristocratic in their attitude toward work." Stated more concretely by Dr. F. J. Kelly in his "The American Arts College,"¹⁰ on the basis of a comprehensive survey, it appears that the college today has three distinct functions: namely, (1) preparatory; (2) cultural or non-vocational; and (3) vocational.

Thus we see that the college has grown from a sort of single or one-track institution with only one terminus and few, if any, by-stations, to what almost amounts to a triple-track organization with several terminal points and innumerable by-stations. Whether this has been the most desirable result is not now a question for discussion; the fact is that this is the character of the metamorphosis that has taken place.

Growth of the High School

With such a change in emphasis, content, method, and aim as indicated by the evolution of the American college must necessarily come a change in the type of institution which served as a fitting or preparatory school for these colleges. The development in this educational level has been influenced not alone by the colleges, but more directly by the same facts and forces which affected the institutions of higher learning: viz: the political, economic, and social development of our democratic society.

After the Latin Grammar School, which was for the select few, and which was designed primarily as a fitting school for the college, failed to respond to the changed conditions and needs of the times, the Academies came into existence. While preparing students for entrance into college, as the old Grammar School did, they were not "bound up with the college system," and hence, were not primarily fitting schools. "They were, instead, institutions of an independent sort, taking pupils who had already

acquired the elements of an English education, and carrying them forward to some rather indefinite, rounding-out of their studies."¹¹

Although the academies broadened their curricula and added new courses as they saw fit, even they proved to be unable to supply the multifarious demands of a restless public during their Educational Awakening. Moreover, being private in their control and independent in their nature they did not yield readily to the pressure of public opinion. In due time this rising tide of democratic educational thought found expression in a new type of secondary school, called the Public High School. If the plans suggested by the promoters of the first public high school in America, which was begun in Boston in 1821 had been adhered to, we should probably not find ourselves in so chaotic a state as we are in at the present time. Note the resolution passed by the town meeting: That, "the School Committee from year to year be, and hereby are, instructed to revise the course of studies proposed in the report this day made and accepted for the new school, and adopt such measures as experience shall dictate, and the object of its establishment require."¹² But such an ideal evolution was not to be expected in so unideal a situation.

The high school, while disavowing this purpose as had its predecessor, the academy, nevertheless in practice inevitably became predominantly college preparatory. The reasons for this are not difficult to find. In the first place, the people, believing that every avenue and opportunity should be made available and free to every citizen alike, insisted on the largest measure of education for each student in order that he might be prepared to accept such opportunities as might come. This preparation, naturally, was found in the college, hence every parent aspired to a college education for his child, and the high school must of necessity attempt to fit him for entrance into college whether he finally reached his goal or not.

The second cause of the high schools' becoming fitting places for colleges was perhaps just as potent. The teachers in the high schools were products of the colleges, and it was to be expected that they should very largely influence the content of the curriculum, the method of teaching, and the general aim of the school. Instance the alarm of Hewett¹³ as an exponent of this view, even as late as 1886: "If it should be shown that our public schools are becoming divorced from their normal position as seminaries for our colleges, it would indicate a divergence from their proper mission, or an incapacity to keep pace with the demands of higher learning."

Although recognizing its position as a college preparatory school the high school has at the same time responded to the exigencies of the times and has become "The People's College." We find a multiplicity of types of high schools with diverse purposes, and a

¹¹E. E. Brown, *op. cit.*; p. 230.

¹²E. E. Brown, *op. cit.*; p. 298.

¹³W. T. Hewett, "The Mutual Relations of the Colleges and Academies."

¹⁰R. J. Kelly, "Tendencies in College Administration"; p. 7.

¹¹F. J. Kelly, "The American Arts College"; Chap. II.

"ORAL HYGIENE"

By O. L. LATTIMORE, D. D. S.

It is high time that we face the tremendous task that is before us, namely our duty as guardians of public health from an oral hygienic standpoint. I shall first attempt to define hygiene. Hygiene is that branch of sanitary science which treats of the laws of health and its preservation. Then one might ask what is Oral Hygiene, or Mouth Hygiene? Mouth Hygiene treats of the health of the mouth and its preservation.

The Prevalence of Oral Diseases

Diseases of the mouth are so prevalent that it may be said practically no one escapes. There is a practitioner who has practiced for forty years and during these forty years he only found four instances of persons who reached adult life, who were free from any form of dental oral or mouth diseases. One was a young lady 24 years of age, another a gentleman of 50, another was an officer in the U. S. Army 24 years of age and the fourth a lady, a college graduate, 25 years of age.

Dental caries or dental decay is without doubt the most common disease that affects the human family and from which very few persons among civilized nations wholly escape. It seems to be preeminently a disease of higher civilization, as it is most common among those groups which are recognized as having the highest civilization and yet no race or tribe of men yet discovered; whether savage, barbarous, semi-civilized or civilized, ancient or modern has ever wholly escaped it.

Prevalence of Dental Diseases Among School Children

Through examinations in certain schools, it has been reported that 3,368 boys' and girls' mouths were investigated. Out of this number 23% had sound dentures or in other words 77% were affected with dental decay. Further, one writer states that 2½ million babies are born in the U. S. each year. One-half million die in their first year and one-half of that entire number are dead before they reach their 23 year.

In New York City, it has been reported that 77,000 children failed to be promoted to higher grades because of absence, 80% of which was laid to defective teeth and it cost New York \$1,037,698 to duplicate a years schooling to these absentees. Some claim that crimes committed are due to some mental disease caused by physical defects. A report was given where a mother who was driven to despair over the radical change in the character of her son, appealed to a physician to examine the young man, who was then nearing the end of a second term in prison. The physician did so and found his teeth in a wretched condition. There were not only badly decayed but the Xray showed chronic abscesses at the roots of many of them. It was found that he

suffered greatly from adenoids and defected sight. After his physical ills had been remedied as far as possible, his disposition changed completely and he is now a normal and industrious young man of good character.

The Care of the Mouth of Little Children

As soon as a child begins to take food, its mouth should receive attention; but how few mothers or nurses ever think to cleanse a nursing baby's mouth! Much if not all of the suffering that some babies have to endure from nursing; sore mouth, known as stomatitis, might be avoided by a little care upon the part of the mother or the nurse in cleansing the mouth of the baby after feeding.

Oral Hygiene, or Oral Health must be based upon Prophylaxis or prevention of disease. A clean mouth is always a healthy mouth; while an unclean mouth is always an unhealthy or diseased mouth. The mucous membrane or soft tissues of the mouth of the infant is very tender and sensitive and very often the seat of various superficial lesions, consequently in cleaning the mouth, care should be taken not to injure any surfaces.

Cleansing the Mouth of the Infant

This is done best by wrapping a small piece of sterilized cotton around the first finger of the right hand that has been carefully washed with soap and water; and after moistening the cotton in clean water or a well saturated solution of boric acid, the finger is passed over the surface of the mouth and tongue and particularly under the tongue and between gums and cheeks. If the child is suffering from a sore mouth, a physician should be consulted at once. Clean the mouth twice each day. This should be done morning and evening.

How to Clean the Teeth

A good brush, a piece of floss, preferably silk floss, a tongue scraper and plenty pure water are all needed. Tooth powders and pastes can be used but not absolutely necessary. In using the tooth brush the teeth should be brushed crosswise and up and down, in the direction of the long axis of the teeth, with a rotary motion from the gums to the ends of the teeth. The rotary motion passes the bristles between the interspaces of the teeth and removes the particles of food that have lodged in those spaces. In conjunction with the tooth brush, mouth washes may be used to inhibit or prevent an offensive breath. A clean mouth and a clean body are the best safeguards against diseases. Guard well the health of the mouth and the stomach will take care of itself. Keep the mouths and teeth of the children in a clean and healthy condition and the undertaker will not call so often.

(Continued on page 27)

THE EDITOR'S PAGE

The Bulletin

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of Teachers in Colored Schools

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EDITORIAL STAFF

Wm. W. Sanders.....Editor

Associate Editors

A. Streater Wright	W. A. Robinson
John C. Wright	Fannie C. Williams
F. Rivers Barnwell	Dorothy I. Miller
R. O'Hara Lanier	

The Washington Meeting

The Washington meeting is now history. Those who were present expressed themselves as well pleased with the progress the organization is making. The steady growth in members is most encouraging and shows that teachers everywhere realize the importance of building up a strong organization for the purpose of promoting the educational interest of the Negro child. Education among Negroes has made a decided advance in the past decade and the association takes pride in the part it has played in making this progress. When the association first began to work out a serious program ten years ago there were many states that did not provide a single public secondary school for Negroes other than the land grant colleges. Now most states are building up high schools and making them standard. Studies under the direction of W. A. Robinson had much to do with awakening public interest in the Negro high school.

The program of the Washington meeting was largely devoted to a study of the elementary school. Of necessity, this study was confined to only a few phases of the problem of the elementary school. Critical analysis of the work being done in these schools was made. A future study that should bring out some interesting facts would be a comparison of opportunities offered Negro and white children from the standpoint of buildings, equipment, qualification of teachers, salaries, etc.

Studies such as are being made by the association, if given publicity will awaken interest on the part of the public and gain the support of tax payers.

The Washington Committee on arrangements headed by M. Grant Lucas provided for the comfort

of the delegates and in spite of the intense heat, every one who attended the meeting had not only a profitable but an enjoyable time. The Washington teachers are to be congratulated for the manner in which they gave such loyal support to the organization; not since the meeting at Charleston, W. Va., has a city given such financial support as did Washington.

The Board of Education granted Mr. Lucas three months leave prior to the meeting to give his full time to the making of preparation for the meeting.

The annual meeting of the National Association of Teachers in Colored Schools held in Washington, D. C., July 28-31, was full of interest for those who are interested in a serious study of Educational conditions affecting Negroes. The Research and Study committee made an exhaustive report on certain phases relating to the elementary schools. These reports will form the basis for further study in this same field.

The 27th and 28th annual sessions of the Association have undertaken to make factual surveys of Negro Education. This is just a beginning; the field is large and there are many questions that have not been given attention as yet. It is encouraging to note that those who hold a place of leadership in the field of education are beginning to turn their attention to the larger problems that confront them. If the Negro school is to be improved there must first be gotten a clear vision of these problems so as to fully comprehend the situation as set before the country as to the actual conditions that exist.

In order to give a proper evaluation to the work of these schools it will be necessary to make a comparison between the facilities offered to other groups in our population and the opportunities offered to the Negro. This requires a great deal of work and trained investigators, as well as a considerable amount of money. Every teacher who takes out an annual membership of \$1.50 in the Association materially contributes to the prosecution of these studies.

The Bulletin is pleased to carry a financial statement with respect to sources of income during the past year. The Association budget is very small for the year 1931-32. It is \$6,500.00. There should be no difficulty in raising this budget. If the leaders in each state will place the matter squarely before each teacher we will be able to raise the budget by February 1.

In order to stimulate interest in securing a large number of members this year the Association is offering prizes to those persons who will take a little time to present the claims of the Association to the teachers. The prizes offered are, summer school scholarships and a trip to the next meeting of the Association at Montgomery, Ala., July 26-29, 1932.

Full particulars concerning this contest may be secured by writing Wm. W. Sanders, Box 752, Charleton, West Virginia.

The Bulletin is pleased to print a list of persons who have completed a life membership in the National Association of Teachers in Colored Schools. In this list there are included several business and professional men who have a sufficient interest in the Education of Negro youth to make a contribution towards an organization that is endeavoring to promote education and to use its influence to secure adequate educational facilities for all children.

There are a number of persons who have made part payment on life memberships. It is hoped that they will complete their life memberships in the near future.

The names of all persons who complete their life membership will be published in the Bulletin. Life membership in the National Association of Teachers in Colored Schools carries with it privilege of membership in the Delegate Assembly at all meetings as well as membership on the General Council.

If the names of any person who have receipts or certificates showing that they are life members have been omitted, the Bulletin will be pleased to make proper corrections.

Association Officers

The following officers were elected for the year 1931-32:

President—H. Councill Trenholm, President Alabama State Teachers College, Montgomery, Ala.

Treasurer—W. D. Miller, Business Manager, Bluefield State Teachers College, Bluefield, West Virginia.

Executive Secretary—Wm. W. Sanders, State Supervisor of Negro Schools, Charleston, West Virginia.

Regional Vice Presidents:

First Region—Including Arkansas, Louisiana, Mississippi and Texas, Mrs. Anna M. P. Strong, Marianna, Arkansas.

Second Region—Including Alabama, Florida, and Georgia, A. L. Kidd, Florida A. & M. State College, Tallahassee, Florida.

Third Region—Including North Carolina, South Carolina, and Virginia, L. F. Palmer, Executive Secretary Virginia State Teachers Association, Newport News, Virginia.

Fourth Region—Including Indiana, Kentucky, Ohio, Tennessee, and West Virginia, W. H. Fouse, Principal Booker T. Washington High School, Lexington, Ky.

Fifth Region—Including Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania, Dr. Leslie P. Hill, President Cheyney State Teachers College, Cheyney, Pa.

Sixth Region—Including California, Illinois, Kansas, Missouri, Oklahoma and Wisconsin, W. E. Day, Principal Booker T. Washington High School, Supulpa, Oklahoma.

Chairman General Council—Miss Fannie C. Williams, Retiring President National Association of Teachers in Colored Schools, Valena C. Jones School, New Orleans, Louisiana.



R. B. HUDSON

One of the most active workers of the Washington meeting was R. B. Hudson, who for many years has been an enthusiastic member. Scarcely had the delegates returned to their homes when the sad news of the death of Prof. Hudson was flashed throughout the country. His family has the sympathy of the National Association of Teachers in Colored Schools for which organization he served as treasurer until a few years ago he was compelled to relinquish that office, on account of failing health. Mr. Hudson was a life member of the association.

The cost of the Auditorium of the Florida A. & M. College was \$250,000, instead of \$25,000, as published in a recent issue of the Bulletin.

Attention is called to The Parent Teacher Journal, a magazine of child welfare, Parent Education, Business and Social Service, published bi-monthly by the Parent Teacher Journal Publishing Company, Washington, D. C. This publication should be of interest and benefit to all persons interested in Child Welfare, Business or Social Service.

National Association of Teachers in Colored Schools

FINANCIAL STATEMENT FOR PERIOD JUNE 30, 1930, TO JUNE 30, 1931

Cash balance June 30, 1930.....	\$ 142.20	*DISBURSEMENTS	
RECEIPTS		Salaries	\$1,400.00
Annual membership	\$3,709.50	Miscellaneous	388.25
Affiliating membership	317.00	Postage and Stationery	110.00
Life membership	375.00	Accounts Payable	300.00
Sustaining membership	30.00	Bulletin	1,216.38
State affiliation	800.00	TOTAL	\$3,414.63
Advertising	703.04	Transferred to Treasurer	\$3,596.78
Miscellaneous Income	792.32	Void check replacement	54.73
TOTAL	\$6,726.86	Advance replacement	70.00
LESS—Checks returned	355.23	TOTAL	\$7,136.14
	\$6,371.63		
Loan—Citizens Bkg. & Tr. Co.,			
Phila.	\$1,200.00		
	\$7,571.63		
TOTAL RECEIPTS	\$7,713.83	Balance on hand June 30, 1931	\$ 577.69

*NOTE—Disbursements are shown above only from February 1, 1931 to June 30, 1931. Transfers to Treasurer from June 30, 1930 to February 1, 1931.

STATEMENT SHOWING THE CONDITION OF THE ASSOCIATION AS OF JUNE 30, 1931

RECEIPTS AND DISBURSEMENTS BY TREASURER FROM JULY 1, 1930 TO JANUARY 31, 1931			
BALANCE June 30, 1930	\$ 26.38	DISBURSEMENTS from July 1, 1930 to Jan- uary 31, 1931	\$3,540.64
RECEIPTS from July 1, 1930 to January 31, 1931	\$3,596.78	BALANCE	132.52
	\$3,623.16		
Fannie C. Williams voucher unpaid.....	50.00		
TOTAL	\$3,673.16		\$3,673.16
RECEIPTS AND DISBURSEMENTS BY VOUCHER AND CHECK BY EXECUTIVE SECRETARY FROM FEBRUARY 1, 1931 TO JUNE 30, 1931			
BALANCE in hands of Executive Secretary, July 1, 1930	\$ 142.20	DISBURSEMENTS from July 1, 1930 to June 30, 1931	\$7,156.14
RECEIPTS from July 1, 1930 to June 30, 1931	7,571.63	BALANCE	577.69
TOTAL	\$7,713.83		\$7,713.83
RESOURCES		LIABILITIES	
Cash on hand	\$ 710.21		
Due on advertising	215.50		
TOTAL	925.71		
Indebtedness	2,444.38		
	\$3,370.09	Total Liabilities.....	\$3,370.09

Life Members

Alabama

J. A. Barrington, Tuskegee Institute; C. J. Callo-
way, Tuskegee Institute; Bessie Fonville, Mobile;
M. H. Griffin, Montgomery; *R. B. Hudson, Selma;
Mrs. M. E. Lipscomb, Birmingham; Dr. R. R.
Moton, Tuskegee Institute;; *E. C. Roberts, Tuske-
gee Institute; President F. A. Sumner, Talladega;
President H. Council Trenholm, Montgomery; Dr.
W. T. B. Williams, Tuskegee Institute, and Dr.
Monroe N. Work, Tuskegee Institute.

Arkansas

President S. P. Nelson, Little Rock, and President
J. B. Watson, Pine Bluff.

*Deceased.

Delaware

President R. S. Grossley, Dover, and I. W. Howard,
Wilmington.

District of Columbia

Juanita P. Howard, Washington, and M. Grant
Lucas, Washington.

Florida

Mrs. Mary McLeod Bethune, Daytona Beach, and
President J. R. E. Lee, Tallahassee

Georgia

Myron W. Adams, Atlanta; Mrs. M. Agnes Jones,
Atlanta; Edna E. Lawson, Atlanta; President W. M.
Hubbard, Forsyth, and W. A. Robinson, Atlanta.

Statement of Income

1930-1931	Total Receipts	Memberships	Advertisement	Misc. Income	Void Checks	Net Receipts	Loan
July	\$1,657.11	\$1,377.73	\$111.36	\$168.00	\$ 63.50	\$1,593.61	.....
August	413.00	149.50	92.00	171.50	29.50	383.50	.....
September	127.91	37.50	35.68	54.73	56.23	71.68	.....
October	678.19	293.00	72.00	313.19	69.00	609.19	.....
November	369.40	294.00	72.00	3.40	27.00	342.40	.....
December	658.25	548.25	40.00	70.00	48.00	610.25	.....
January	235.60	137.00	92.00	6.60	20.00	215.60	.....
February	316.00	256.00	56.00	4.00	16.50	299.50	.....
March	1,533.40	288.50	44.00	.90	12.00	1,521.40	\$1,200.00
April	351.00	335.00	16.00	.....	4.50	346.50	.....
May	725.50	681.50	44.00	.....	1.50	724.00	.....
June	861.50	833.50	28.00	.....	7.50	854.00	.....
Total	\$7,926.86	\$5,044.48	\$703.04	\$792.32	\$355.23	\$7,571.63	\$1,200.00
Cash balance July 1, 1930.....	142.20	.....	.....	.....	.....	142.20	.....
TOTAL	\$8,069.06	.....	.....	.....	.....	\$7,717.83	.....

Summary Comparison

	1930-1931	1929-1930
Brought Forward June 30	\$ 142.20	\$ 36.38
Total receipts July 1 to January 30	7,926.86	5,788.46
TOTAL	\$8,069.06	\$5,824.84
Less Bad checks	355.23	352.00
NET CASH	\$7,713.83	\$5,472.84
Less Disbursements July 1 to June 30	7,136.14	5,330.64
CASH BALANCE	\$577.69	\$142.20

Kentucky

W. H. Fouse, Lexington.

Louisiana

Edgar B. Stern, New Orleans; Mrs. Edgar B. Stern, New Orleans, and Fannie C. Williams, New Orleans.

Maryland

G. B. Murphy, Baltimore.

Mississippi

President Wm. T. Holmes, Tougaloo, and President L. J. Rowan, Alcorn.

North Carolina

President S. G. Atkins, Winston-Salem; L. S. Cozart, Raleigh; Dr. Thomas A. Long, Charlotte; President H. L. McCrorey, Charlotte; President E. E. Smith, Fayetteville; W. G. Pearson, Durham, and President Menefee, Vorhees.

Ohio

J. W. Scott, Cincinnati.

Oklahoma

W. E. Day, Sapulpa; Miss C. A. R. Grant, Muskogee, and I. W. Young, Langston.

Pennsylvania

Dr. Leslie Pinckney Hill, Cheyney.

South Carolina

Dr. Lucy Bragg Anthony, Sumter; C. A. Lawson, Sumter; Mrs. J. J. Starks, Sumter, and President R. S. Wilkinson, Orangeburg.

Tennessee

President W. J. Hale, A. & I. State College, Nashville; President Thos. E. Jones, Fisk University, Nashville, and W. H. Singleton, Chattanooga.

Texas

O. A. Fuller, Marshall, and M. W. Dogan, Marshall.

Virginia

Wm. M. Cooper, Hampton Institute, and Wm. E. Stark, Hampton Institute.

West Virginia

A. W. Curtis, Institute; President John W. Davis, Institute; J. Rupert Jefferson, Parkersburg; *Dr. Byrd Prillerman, Institute; President R. P. Sims, Bluefield, and Mrs. Irene E. Moats, Clarksburg.

*Deceased.

Sustaining and Life Members

Julius Rosenwald, Chicago, Ill.; A. K. Stern, Chicago, Ill.; C. J. Calloway, Alabama; M. H. Griffin, Alabama; J. B. Watson, Arkansas; R. S. Grossley, Delaware; M. Grant Lucas, District of Columbia; Fannie C. Williams, Louisiana; Wm. T. Holmes, Mississippi; L. J. Rowan, Mississippi; E. E. Smith, North Carolina; W. H. Singleton, Tennessee; Thomas E. Jones, Tennessee, and John W. Davis, West Virginia.



BIBB GRAVES HALL
State Teachers College, Montgomery, Alabama

STATEMENT OF NET RECEIPTS FROM STATES, JULY 1, 1930 TO AUGUST 15, 1931

Statement of receipts from states showing the amount of money received in annual, affiliating, life, sustaining membership and State affiliations. Are you satisfied with the standard of your State as shown by this exhibit?

	Annual Memb.	Aff. Memb.	Life Memb.	Sust. Memb.	State Aff.	TOTAL
Alabama	\$ 381.50	.....	\$130.00	.....	\$100.00	\$ 611.50
Arkansas	25.00	.....	14.50	.....	75.00	114.50
California	1.50	.....	.....	.....	.....	1.50
Delaware	26.50	.....	.....	\$15.00	25.00	66.50
District of Columbia.....	1,010.00	\$ 20.00	217.00	.....	10.00	1,257.00
Florida	167.00	.....	10.00	.....	100.00	277.00
Georgia	41.00	15.00	15.00	.....	100.00	171.00
Illinois	6.00	5.00	.....	.....	.....	11.00
Indiana	1.50	.....	.....	.....	.....	1.50
Kansas	26.00	.....	.....	.....	.....	26.00
Kentucky	28.50	.....	.....	.....	25.00	53.50
Louisiana	353.70	25.00	.....	.....	100.00	478.70
Maryland	38.00	5.00	.....	.....	25.00	68.00
Massachusetts	1.50	.....	.....	.....	.....	1.50
Michigan	1.50	.....	.....	.....	.....	1.50
Mississippi	98.50	10.00	5.00	25.00	25.00	163.50
Missouri	38.00	20.00	.....	.....	.....	58.00
New Jersey	4.50	.....	.....	.....	.....	4.50
New York	9.00	10.00	.....	.....	.....	19.00
North Carolina	100.00	10.00	80.00	.....	.....	190.00
Ohio	13.00	.....	5.00	.....	.....	18.00
Oklahoma	81.00	.....	.....	.....	15.00	96.00
Pennsylvania	15.25	.....	15.00	.....	35.00	65.25
South Carolina	47.00	.....	18.00	.....	50.00	115.00
Tennessee	254.50	10.00	5.00	.....	25.00	299.50
Texas	133.50	20.00	.....	.....	100.00	253.50
Virginia	1,057.75	197.00	35.00	.....	50.00	1,339.75
West Virginia	751.51	5.00	53.50	10.00	50.00	870.00
Wisconsin	6.00	.....	.....	.....	.....	6.00
TOTAL	\$4,710.70	\$352.00	\$603.00	\$55.00	\$910.00	\$6,639.70

AN ADDRESS GIVEN BEFORE THE DEPARTMENT OF HEALTH EDUCATION, NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

By GEORGE R. ARTHUR

Washington, D. C., July 30, 1931

During the years immediately following the Civil War the Negro death rate from all causes was 40 per 1,000. In 1911 it had dropped to 17 per 1,000 and in 1929 the number was 14 per 1,000. These figures are significant because: first, we have had control of our destinies for about sixty years only; second, we have been aided by health conserving agencies for a much shorter period; and third, the statistics quoted have to do primarily with city dwellers, and health among us who live in cities has been less satisfactory than among those of us who live in rural areas.

In checking up the death rate from specific causes we find that tuberculosis has shown the greatest decline. Out of every 100,000 colored people in 1911, 418 died of tuberculosis as contrasted with 225 per 100,000 dying of the same disease in 1926. This is a decline of 54%. Improvement in sanitary conditions in areas where Negroes live has also resulted in a marked decline in typhoid fever. In 1911, 46 out of every 100,000 Negroes died of typhoid fever as against 9 out of every 100,000 in 1926. The improvement in the death rate from pneumonia has not been so great, yet it too is significant. In 1911 the rate was 161 per 100,000 and in 1926 it was 146—or a decline of 9.3%. Hookworm disease has also been reduced. With all these improvements, we as a race still suffer a high mortality rate from tuberculosis, pneumonia, and the several fevers, and also from chronic degenerative diseases of the heart, chronic nephritis, cancer, and diabetes. Deaths from these last named diseases are increasing at an alarming rate. Venereal diseases are also contributing a large share to the present high death rate. In 1911 the death rate from venereal diseases was 20 per 100,000; in 1926 it had increased to 41 or more than double the rate of 1911. The death rate among colored people due to syphilis and gonorrhea is undoubtedly much larger since many deaths caused by these diseases are reported under other classifications. The greatest toll is taken during the first months of life. The infant mortality rate per 100,000 in large southern cities for 1929 was: white 69, colored 121. The maternal mortality rate for the same year in the same cities was: white 9, colored 14 per 100,00.

There is a third factor in this increased mortality rate in certain diseases which is significant for the future, and the cause of which has not yet been determined. The tremendous shift of Negroes from rural to urban centers in the South and from southern industrial centers has been given by some authorities as a possible cause for a part of this increased death rate during the last ten years. While not lending itself to definite proof, it is a known fact

that in nearly every large city, North and South, the percentage of deaths, especially from tuberculosis, has increased alarmingly during the last four years.

In view of the foregoing, what then is the present physical health status of the Negro in America? First, let us say that it is an improved status over the last forty years and a slight improvement even over the last ten years. It is also true that the improvement is now being cut down through the increase of diseases practically unknown to us as a race two generations ago. If the physical status of the Negro is to continue its march of improvement this increase from the degenerative chronic diseases must be stopped. Recognizing this fact, Negro health officers and insurance companies, philanthropic foundations, welfare and health organizations, both private and public, during the last ten years have persuaded southern state health departments and county health officials that all the diseases enumerated show a decided relation between health and education; between health and recreation; between health and crime; and between economic phases of Negro life and the effects it has upon his standard of living which, in turn, affects his health.

It is common knowledge that during the last three years the earnings of the Negro have decreased to a greater extent than that of any other racial group. Being a marginal worker, he is always the last to be hired and the first to be fired. Without employment he is compelled to seek his home where the cheapest rents prevail—two and sometimes three families numbering from ten to twelve people occupy unsanitary dwellings, which when new were built for families of four or five people. It is not to be wondered that the spread of communicable disease flows steadily and that under such conditions moral relations endure their greatest strain. In addition to this, Negroes show a greater concentration of population in depressed areas than any other racial group. In some cities this concentration among us is four times as great as among the white group.

May I describe what might be called a typical two room hut on the outskirts of a large city of one of our southern states? Beside a guttered road, stands this typical two-room hut. It is built of wood, and cracks have been filled in with mud or cement. There is one door sagging, which swings wide, and shows the rotted floor within. Through a window one can see a dirty, tumbled bed, a broken cook stove, and two unsightly chairs. A woman is at the door with a child standing beside her. Both are ragged and dirty. The child looks up at us with interest in its young eyes. The woman's face is expressionless. Her

eyes are murky, troubled, and unquestioning—she sees one simply because one crosses her field of vision. Out of such homes come many children who are sickly and undernourished, who are in conflict with the behavior codes of good homes, schools, and communities. These children are sickly and sometimes vicious, because they come from homes badly built, worn out, dirty, congested; and the habits of their parents polluted by long residence in such an environment. Are we to say that these children are at fault? or do our religious, social, and educational institutions need adjusting? Whatever the answer is, these children and all children should have the opportunity to live clean, wholesome, and healthy lives. If we say these children are not at fault—and we do—can we say that the responsibility lies with the home? Or has the Church or the State anything to do with the problem? The home as a trainer of children is rapidly disintegrating. The Church has not as yet been able to change its pattern sufficiently to meet the oncoming tide of youth, mentally, morally, or physically. The state it seems to me is gradually taking over more and more the training which has heretofore been considered as a function of the home and the Church. Within the state's domain we include the schools, colleges, and universities. We are brave enough to say that we think a large share of the responsibility in conserving health for the Negro is upon the shoulders of these institutions. We have come to realize that too many of our teachers in too many of our schools think of problems of health as being outside of their particular work, and of public health instruction, itself, as something foreign to the curriculum. These teachers seem to forget that the way they live and teach today sets the future educational, moral, and health standards of their pupils.

It has been observed that in many schools, especially in rural sections in the winter time, health lessons in hygiene are taught in rooms with all the windows closed, the doors shut, and the thermometer around 70°. In talking over this question with one teacher of uncertain age, we were informed that she "was afraid of drafts." Under such guidance we wondered what her pupils would be afraid of when they grew up. It is just such teachers who sometimes classify children as being mentally retarded when all they need is a wholesome atmosphere for study or at most to have some physical defects removed to bring them back to a normal physical and mental condition.

A recent investigation of sickness occurring in typical American families showed that about 1% of children 15 years of age and under were at all times seriously sick. With Negro children the rate ran nearly 2½%, due mainly to under-nourishment and diseases resulting therefrom. This 2½% is equivalent to 12 days' sickness per child per year. In dollars and cents it averages \$18.50 per child per year, or approximately \$7,400,000 for the Negro children of 15 years of age and under. The most discouraging part of this picture is that the bulk of this loss as well as the loss occurring among the adult Negro population, which is at least three times as large, is both unnecessary and preventable.

The splendid fight on the hookworm disease by the Rockefeller Foundation is a good example of what preventive medicine can accomplish.

The fight against yellow fever and malaria carried on by Gorgas in the Panama Canal Zone, is another striking illustration of what might be termed a supreme example of preventive medicine.

The work of the Milbank Memorial Fund in its health demonstration work, and the efforts of the Julius Rosenwald Fund in its support of venereal disease clinics, its contributions toward the support of public health nurses in southern states, and its scholarships for the training of future public health nurses and physicians, also stand out as worth while experiments.

"But," exclaims the college president or the public school official, "these agencies are organized with scientifically trained men, and millions of dollars; and they are devoted to prosecuting large experiments over great lengths of time! How do they affect the immediate everyday lives of the millions of Negro children and adults under the direct supervision of us college presidents and public school officials?"

As immediate sources of help, these agencies cannot be considered, but there are other agencies, namely: the state, county, and municipal health organizations and they are at your doors. How many of you here today have the services of the public health nurse in your schools, the public health physician; the dental clinic, as a part of your college or school routine? Concerted action on the part of the teachers, parent-teacher associations, principals, and the community at large can create enough public opinion to bring these agencies to serve even the most backward communities. Little playlets or pageants given once or twice a year with children dressed up as microbes are right as far as they go, but they are not enough. An all-year round health program should be instituted as a definite part of your curriculum if the Negro child is to hold his own physically in the years ahead.

May we not then beg of you to consider seriously the present physical status of the race, especially as it points the way to possible future conditions? May we not ask you to insist upon a definite cooperative effort between your colleges, schools, and Negro life in general with the established health agencies of your several different states? Constant agitation upon your part will make health officers in any state sensitive to your needs; and persistent intelligent direction, calling the attention of municipal health officers to the need of sewerage, water connections, and overcrowded conditions which sap the vitality and moral vigor of those living in such surroundings, will eventually convince those in authority that sickness, death, immorality, and crime are in part borne by the municipalities in taxes for hospitals, jails, and asylums. In fact, you can readily convince them that the entire community has to pay eventually for conditions from which the Negro as a race suffers most.

(To be continued in next issue.)

ART AND ADOLESCENCE

By S. E. HUNT

There is no more fascinating field in the curriculum than the study of art. Art for art's sake and for the sake of correlation can be employed to fulfill a place that cannot be duplicated by any other subject.

We as a people must look forward to the further development of this field by a more concerted effort to train the geniuses discovered at this age by endeavoring to tune their minds to such heights that they will be able to create masterpieces that will startle the world.

I believe that the most impressionable and malleable age for such guidance is this "Teen Age."

The word adolescence derived from root *adole* to grow, means toward manhood. Because of the well defined characteristics of this period: imitation, self reliance, imagination, intense emotions, the youth can be encouraged to delve into yet undiscovered realms.

His imagination creates ideals and is given vent to by day-dreaming. He lives in another more satisfying life, by this means. Of course day-dreaming will prove detrimental if not skillfully employed by an advisor who teaches the youth to further his ideals by creating his imaginings in order that they may be beneficial to others.

So easily may art be correlated with social sciences, writing, drama and music, thus interpreting them better.

In literature, the child should be asked to interpret through drawings what has been discovered by him in the lesson.

It has been clearly found that the child will be able to draw exactly what he has discovered in the lesson, if he closely applies himself and has an artistic trend.

The fellow who cannot draw well is always encouraged to try anyway although difficulty will be experienced in securing proper form at first. His drawings should never be held up for criticism by those who can do superior work but the teacher should tactfully direct and encourage those who are naturally artistic to be monitors for the rest who are not so fortunate.

It has been proven that during this period, a child who can really draw, through close association with his classmates can improve the quality of his work and theirs from 25 to 100 per cent. This is relatively easy because of the innate characteristic of imitation, prevalent at this period and also due to the fact that the adolescent youth has by nature the gang instinct.

This further leads us to see that projects can easily be worked out. I might suggest a miniature puppet show, also a little theatre, where plastic models are used. Scenery is produced in the art class that can be varied to meet the increasing demand for new ideas and plays that depict our life. The youth of this period will be able to create

these, once they are aligned with the proper co-operative spirit.

The primary aim of all painting is inherent pictorial beauty. The artist has his faculty of sight abnormally developed enabling him to see more beauties and deeper meanings in nature than the great majority of mankind. He thus can reveal to mankind these discovered beauties and imports in nature by the means of form, color and their modifications.

There is a limit, however, to art, no sound or time movement can be depicted; that is left to the field of poetry, oratory or music. Art must strike home to our emotional and sympathetic natures. We should endeavor in order to appreciate the Adolescent Youth to see and feel what he feels through the art that he creates which calls for much retrospection upon our parts.

One girl said of her work along with co-workers in art: We hope the painting may serve as a key to unlock memories of the past to former graduates and be an inspiration to those of the future.

A new day has dawned, one in which art cannot be clearly defined, because there are so many varied types and forms; so many means of expression because of different personalities and their interpretations.

Truly the American Negro, if it were only possible for him to harness his creative ability, would be able not only to supply work for himself but would create a new demand from the world in general that would bid fair to most graciously remunerate him, establishing more definitely in the hearts of men his racial identity and financial independence.

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THE INTEGRATION OF SECONDARY AND HIGHER EDUCATION

(Continued from page 8)

variety of courses, which is almost staggering in its extent.

Both the college and the high school, while theoretically acknowledging their relationship, have in practice developed with little regard to co-ordination, unity of purpose and aim, and educational continuity. Each was begun for a specific purpose and each has grown along parallel lines instead of within a given straight line where each could help the other and sympathize with the primary function of each other.

College Entrance Requirements

The one vital point of connection between the college and the high school is found in the various systems of college admission requirements. It is around this point that the main controversy between the two levels of education has revolved. It furnished a basis for the contentions and differences of opinion and viewpoint out of which arose the various types of schools and curricula mentioned in the preceding paragraph. A brief discussion on the character of the development of college entrance requirements will indicate their influence as a factor in any discussion of the articulation of secondary and higher education.

Up to the year 1800 Latin, Greek, and arithmetic were the only subjects required for admission to the leading American colleges.¹⁴ In 1755 Kings College, now Columbia University, had the following requirements: three of Tully's orations, the first three books of the Aeneid, the first ten chapters of St. John's Gospel, and all of the rules of Clarke's "Introduction." Thirty years later these requirements were increased to four orations against Catiline, the first four books of the Aeneid, the whole of Caesar's Gallic Wars and all four of the Gospels. This citation is suggestive of the requirements of the other eastern colleges at that time. In a recent address President Nicholas Murray Butler, commenting on the history of Columbia, said that he doubted if any members of the faculty at the present time would be able to enter Columbia as a freshman if he were required to pass the entrance examinations of the earlier days.

During the next sixty-five years five new subjects were added to the admission requirements of the average college: namely; geography in 1807; English grammar in 1819; algebra in 1820; geometry in 1844; and ancient history in 1847. In each case Harvard led in establishing these requirements except in the case of English grammar, in which Princeton took the lead.¹⁵ Columbia seemed to be the first college to require a modern foreign language for entrance, and this was only required in the scientific and literary course which was established parallel with the old classical course about 1830. This, however, was short-lived; but in the meantime Harvard was making experiments in the introduction of elec-

tive studies.¹⁶ This naturally tended to increase entrance requirements.

Up to the Civil War eight subjects found a place in the requirements of most of the institutions of higher education. They were: Latin, Greek, arithmetic, geography, English grammar, algebra, geometry, and ancient history. During the short space of six years six new admission requirements appeared. They follow with the dates of their appearance and the schools requiring them:¹⁷ Modern history (U. S.) Michigan, 1869; physical geography, Michigan and Harvard, 1870; English composition, Princeton, 1870; physical science, Harvard, 1872; English literature, Harvard, 1874; and modern foreign language, Harvard, 1875.

One factor making for flexibility and elasticity in the matter of entrance requirements which had almost reached the point of unbearable rigidity was the beginning, in the latter half of the 19th century, of alternate courses in many of the colleges, leading to some degree other than the Bachelor of Arts. Out of this arrangement grew a more tolerant and charitable attitude on the part of college authorities and finally a system of accreditation was started. This plan was begun by the University of Michigan in 1871, and permitted to enter its freshman class without examination such graduates of approved secondary schools as were specially recommended for that purpose by the principals of those schools. This system had immediate and widespread acceptance throughout the country, it having been adopted by some 42 state universities and A. & M. colleges and about 150 other institutions by the middle nineties.¹⁸

This whole movement laid the foundation for the work of two very important committees, the results of which have had a profound influence on college entrance requirements in particular and on the larger relations of secondary and higher education in general. Reference is here made to the Committee of Ten on Secondary School Studies and the Committee on College Entrance Requirements, both N. E. A. committees. The former made its report in 1893 and the latter in 1896 (a preliminary report). Professor A. F. Nightingale, Superintendent of the Chicago schools, who was Chairman of the Committee on College Entrance Requirements, voiced the sentiment of the times that made possible the participation of both college men and secondary school men in the solution of so vital a problem in the following words: "There is no educational subject before the American people requiring more serious attention, demanding a calmer discussion, greater wisdom, keener appreciation of the trend of present civilization, and a loftier spirit of altruism than that which relates to an American system of education which shall be consistent with psychological law from the kindergarten to the graduate school of the university." Continuing in a plea for uniformity in college entrance requirements he suggests that there are a few facts which should not be ignored: "First, the triple

¹⁴E. E. Brown, op. cit.; p. 231.

¹⁵E. C. Broome, "An Historical and Critical Discussion of College Admission Requirements."

¹⁶E. E. Brown, op. cit.

¹⁷E. E. Brown, op. cit.

¹⁸Ibid. and Com. Edu. Report, 1894-95.

THE WHITE HOUSE CONFERENCE, ITS SIGNIFICANCE TO THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

By N. C. NEWBOLD

Washington, D. C. July 30, 1931

The White House Conference was, and still is significant to every individual American, and particularly so to organizations or groups of individuals, who have the opportunity or the power to aid in training individual children for healthful, useful living. The phases of the White House Conference have appealed strongly to our imaginations:

1. The magnitude and scope of the preliminary plans and preparation for it. The President's Planning Committee, headed by Secretary Wilbur, set up committees and under them sub-committees, the personnel of which were drawn from every state and section of the nation including even our outlying possessions; and the subjects for study assigned to these committees embraced apparently every conceivable phase of the health and protection of all America's children.

To emphasize further the scope and thoroughness of the preliminary plans for the conference, a paragraph from the preface to reports on *The School Child* by Dr. Thomas D. Wood, who is Chairman of this Committee, is quoted below:

"The Committee on The School Child consisted of thirty-five members, and twenty-nine of these were, in turn, chairmen of technical sub-committees, each with eight to twenty members. In all, the membership consisted of more than three hundred different individuals from different parts of the United States. The members were specialists in their fields, and were chosen for particular abilities and with regard to geographical representation."

When it is understood that Dr. Wood's committee is itself only one of four sub-divisions of Section 111 of the White House Conference, viz: *Education and Training*; it will be possible to comprehend in some measure the scope, the size, the mere bigness of these preliminary plans. With more than three hundred members on Dr. Wood's committee alone, there are probably a thousand members of the entire Section 111 on *Education and Training*.

2. The conference itself which sat for four days in Washington and filled to overflowing the largest auditoriums in the Capital. This great body of people coming from the large centers and from every nook and corner of our country and its island possessions, including white people, Negroes, Indians, Japanese from the West, Hawaiians and our other islanders, discussed the topics before the conference in great meetings of not hundreds, but thousands. The proceedings, while thoughtful and serious throughout, rose frequently to dramatic heights, especially on two occasions: when President Hoover speaking to the thousands gathered in Constitution Hall paid his magnificent tribute to America's children; and again when the findings of the conference

were summarized by the chairmen of the four sections of the conference program.

3. The continuation program carried on by the central committee since the conference in November has made use of newspapers, magazines, the radio, a speakers' bureau, books and pamphlets, to spread abroad throughout the country the gospel of health and protection for the children of America.

No sane and sensible American questions for one moment the value of the high purpose and aim of the conference program—viz: the health and safety of our children. Our task then is to make the vast amount of useful material which has been brought together in reports function helpfully in the daily lives and habits of America's children. These reports, according to Dr. Kelly, are "high lights which should stir the interest of the American people."

Summarizing briefly these three statements it may be said that The White House Conference, initiated by President Hoover, by the magnitude and scope of its preliminary plans, by the coming together in Washington of thousands to discuss the reports and to listen to dramatic appeals from the President and others in behalf of children, and by the continuation work done by the central committee since the November conference has, by the very size and bigness of its program appealed to the imagination and common sense of the Nation.

Members of the National Association of Teachers in Colored Schools were members of the Committee on the School Child, they attended preliminary conferences in Washington and Sayville last summer, and the White House Conference itself in Washington last November, and they prepared the sub-committee report on *Negro Schools*. (A summary of this report has been written and the central office of the White House Conference has been thoughtful enough to prepare 500 mimeographed copies of this summary for the use of those attending this Association. These copies will be distributed at this meeting.)

The report of the committee and other available data, make reasonably clear and definite the health situation among Negro children. We are all familiar with statistics on diseases, comparative death rates and the like among Negro children. Is it not true, that what is needed most is to find a way out, that is to work out some program of health education that will reduce the soft-quoted figures, rather than to repeat the statistics on all occasions. However, it is probably true that there must be continued emphasis upon these alarming comparative losses among Negro children until something is done about it. But where shall the emphasis be placed? Below are two paragraphs quoted from the report of the sub-committee on the *Negro Schools*:

"Table V contains the information available on

school health programs for Negro children in 17 Southern States and the District of Columbia. By reference to this table it will be noted that 11 states do not provide medical inspection for Negro school children; that such inspection is compulsory in only one state and in the District of Columbia, and partially so in 3 other states."

"It appears that 313 counties and 47 cities in this group of states have whole time health units which are supposed to serve Negro as well as white children. However, as to the service to Negro children, officials in referring to health work for them use such terms as: "of a kind"; "as time permits"; "make such examinations as far as time permits"; "when the staff can get to it," etc. One officer says "It is with considerable trepidation that I venture to offer an appraisal alluding to the value of this virtually neglected work in?"

Your attention is also invited to another section of the same report which is as follows:

"Partial results from a questionnaire received from 22 institutions of Higher Learning for Negroes:

Number of students enrolled in 33 institutions	7207
Number of students enrolled in curricula for training teachers	2689
Number schools giving credit toward graduation for physical education.....	18
Number of schools giving credit toward graduation for health education.....	21
Number schools requiring health examination before entrance	20
Number of schools requiring health examination after entrance	8
Number schools requiring immunization from smallpox	18
Number schools requiring immunization from typhoid	10
Number schools requiring whole-time physician	7
Number schools requiring part-time physician	14
Number schools employing trained nurses.....	13
Number schools having infirmaries or hospitals	10
Number schools having a medical office.....	11
Number schools having a swimming pool pool (Howard, Washington, D. C.).....	1
Number schools having gymnasiums.....	10
Total number books in libraries of the 33 schools treating health and physical education	2289
Total number books in libraries, 33 schools.....	156,041

It will be noted that more than one-third of all students enrolled were training to become teachers; that only about half the school require immunization from smallpox, and only 10 from typhoid, that health services providing physicians, nurses, infirmaries, etc., are woefully inadequate; and that there is only one book in each 68 in the libraries of these 33 institutions dealing with the important subjects of health and physical education.

The facilities and provisions for caring for the health of students in institutions of higher learning for Negroes are very meager, and are far below accepted standards. Because of this fact the students in these institutions not only fail to receive correction of physical defects and positive health

training, but also fail to gain an adequate idea of the machinery, materials, and methods necessary for them to influence properly the health work in the communities where they work or in the schools where they teach."

These quotations from the report of the sub-committee on Negro schools of the White House Conference point out at least two fields for service in health education, viz: (a) the extension of public health service to Negro children in about 700 counties and many cities in southern states that do not now have such services; and, (b) The organization of adequate health teaching programs in the higher institutions which train teachers. These two needs, or opportunities, offer a direct challenge, and are significant to the National Association of Teachers in Colored Schools. For years to come it will require all the force, energy and skill of all who are interested in extending public health services, genuine and effective services, into southern counties and cities that do not have such services now, and in the training of all the teachers in the schools to teach the 4,000,000 Negro children to know and to practice the principles of good health.

In addition to aiding in extending public health services, and in the training of teachers, the National Association of Teachers in Colored Schools may promote this vital cause in two other ways:

1. By assisting in the study of local health conditions. In the report of the sub-committee above referred to, two very useful studies of local health situations are included,—one from Charlotte made under the direction of the Department of Education in Johnson C. Smith University, the other from New Orleans, carried out under the direction of the present President of this Association. The results of such local studies might at least stimulate keener and more intelligent interest on the part of local teachers and parents in the health of the children, and also arouse the public officials to do more about the health of Negro children. Many of the newspapers would gladly print such reports of local conditions that are accurately and thoroughly done.

2. By assisting in the organization of local health councils, county health institutes, and other local organizations in schools, churches, lodges and the like, the purpose of which is to promote the health of children and the entire community.

Local initiative and leadership must for a long time to come cooperate with public officials if good health is to come to any community. For, to quote the committee report again, "It is well known that the national and state health associations, both public and private, must ultimately function, if they are to function at all successfully, through local groups, even down to the individual family groups."

Summarizing briefly: If the preceding suggestions are at all reasonable and practicable it appears that the National Association of Teachers in Colored Schools may, by the appointment of certain committees or otherwise, participate in the promotion of the program of the White House Conference on Child

(Continued on page 28)

FUNCTIONS OF THE PARENT IN THE ECONOMICAL DEVELOPMENT OF THE GROUP

By STELLA J. SIMS

The keen competition of this 20th century demands of all a considerable mental equipment, which is absolutely necessary to understand the complex ever changing environment and to be able to adjust to it. To obtain this minimum mental equipment years of time and much effort and energy are required. And the child today, who will be the citizen tomorrow, can only obtain it through established agencies, assisted by parents,—who no longer, alone, can do this piece of work as was once done, but need also the aid of experienced and trained teachers. And it is fitting that teacher and parent, as factors, be united in a mutual working organization, for the ultimate objective of both is to place at the disposal of the young the vast stores of man's past and point out to them the devious ways over which, and teach them the trials and throes through which civilization has arrived at its present status.

Roughly speaking, we may think of an individual as having four distinctive citizenship periods. First as an infant, a citizen of the home, here every thing revolves about him, he is the center of the home universe. From this surrounding the individual enters a larger group, the school world, and gradually finds that he or she is no longer the center of all activity. Here home standards must be adjusted to others, some are changed and others are abandoned. The organization is more extended and contact more impersonal. The individual learns to give and take, and assume responsibilities, and put self more and more in the background.

The third citizenship period is reached when such age and maturity of judgment are attained that one is counted capable of entering into and participating in the affairs of the community, state and nation. Heavy duties and grave responsibilities are now thrust upon the individual. One is expected to have an intelligent concern and active interest in many things, to know the trend affairs are taking, to know how to make combinations of interest at the present, that desired results may happen in the future. One must, now, know what has been tried and with what success. Many years, a score at least, have been leading up to this wonderful life period when you are known as a state's citizen.

The fourth state of citizenship is really the only one that is elective to the individual. To become a citizen of the world, knowledge of world conditions and world problems must be attained so that one can thoughtfully help solve these problems and make the world a better, safer and saner place for all mankind. The boys and girls of the latter school age especially are developing and preparing themselves for this larger and more important role of community and commonwealth citizenship.

Parents must never think that they do not have much to do directly and indirectly with the teaching and training program of the child.

In the primitive stages of man, education was carried on almost entirely in the home, with some added information gained from the tribal elders. With the increased complexity of civilization and its consequent divisions the task of education was handed over mainly to priest and scholars. But only a few were selected for that training that was intended to make them integral and influential parts in moulding the commonwealth. The great mass were considered as mere tools in the hands of the select. But with the recognition of the individual worth of every person, education became a universal need and the government, itself, assumed in a large measure the providing of means and facilities for the training of citizens. From first to last the parent has played and still plays the most important part in developing citizens through years of training and preparation. They are the stepping stones on which each generation of youth must depend to rise to higher levels.

Continued progress depends more and more on universal knowledge; national and community prosperity is great, in proportion as all of its citizenry are educated and trained. Youth must have time to get a clear historic perspective of the long march of civilization, to evaluate its achievement, to winnow the good from the bad and organize their knowledge for creative effort in state building. They can earn but little during their period of preparation because the requirements of modern schools are quite exacting, and so parents must furnish this necessary means for their support during their preparation period.

It is highly desirable and in fact necessary for the best self realization that human beings should have at all periods of their life enough money to protect their general health; to provide for their spiritual growth and happiness; to feel at least partially free to move from locality to locality; to work in accord with their talents and be happy in their work. This should be possible in school groups as well as in vocation groups. For to be constantly harassed by privations, by dread of the ravishes of preventable sickness, the ills of poor housing, the discomfort of meager clothing and the inability to strive for personal, self development, saps away the vitality and ultimately breaks the spirit of the most optimistic and leaves as its final product not happy, eager creative citizens of tomorrow, but dull hordes that may at best be social burdens, and at worse, social menaces.

Every one must answer the question, what to do with life. Once born, no one can dodge the problem, it may, of course be solved by an early death arising from neglect, through poor achievement, but all these merely defeat progress. Each one wishes, and most make the effort to answer it through rich and

radiant living, but rich and radiant living is possible only through economic confidence and for children this must be supplied by the parent. For if youth must spend too much of its time providing the necessities of life while making preparation for the larger task of efficient citizenship, their energies are divided, their efforts wasted and precious years are squandered.

Living has been defined as a great privilege, a great opportunity, a great business and a great responsibility.

The privilege of living cannot be enjoyed, nor its opportunities realized, nor its responsibilities assured and fully met unless careful attention is paid to the proper management of the business of living.

Money is not the one great good in the world, but there is hardly much to achieve under present conditions without it. The economic life of the family is rapidly changing, it is no longer the self-sufficing unit it once was. Its present security is dependent upon the economic system and the forces that determine the production and distribution of wealth and the share of it that each individual is able to take through his abilities or his privileges. Any study of present day economic organization will show how difficult it is for the untrained to get an opportunity to appropriate any more than a very meager portion of the world's wealth and how little of life's comforts this small amount will buy. And for a great majority of the trained, the business side of living is trying, its tasks of planning are arduous and the difficulty of carrying out the plans, in such a way as to maintain the health and efficiency of the workers of the family, and at the same time provide for those needing help and guidance, are becoming greater. However the parent must assume this responsibility and serve, for the child during its long period of making its major adjustments to life, as the stepping stones upon which the youth shall stand while he secures a better vision and more certain directions for his course.

In as much as it is quite evident today, as Dr. Barnes says, "the school is in the process of becoming the child's world, not only providing its formal education, but increasingly supplying it with health service, play opportunities and a good deal of its social life generally, it would seem that the parents first step in planning for the economic self confidence of the group would lay in securing a dynamic and high teaching personnel and an improvement in the means and facilities of its educational systems.

Because accuracy in learning, cultural standards, sound ethical attitudes and a healthy life philosophy are indispensable to economic success.

A fine physical plant and sufficient apparatus are necessities in a modern educational system, nevertheless only teachers who are guides and examples of the best in human achievement will prevent the schools from sending forth into life armies of misfits who consume the economic substance and waste economic opportunities.

As ever has been, so today, the most potent influence in a school is the teacher. Ex-President Coolidge has tersely said speaking of his college days,

"I am more and more impressed with their power for good, but the great distinguishing mark of all of them was that they were men of character. Their words carried conviction because we were compelled to believe in the men who uttered them."

The last monthly report of the West Virginia State Board of Control, lists the population of the penal and eleemosynary institutions as somewhat above 7,000 while the population of all the State controlled institutions for higher education was above 6,000. In thinking of this great number of delinquents and defectives, the question forces itself upon you, have the parents realized how important are law abiding and health in any plan for economic security. Sound character and sound health are life's greatest assets. And those children are fortunate whose parents both by example and precept assist them in acquiring an attitude of respect for law, and who bequeath to them sound bodies and minds, and train them to use both in the service of society.

For stimuli or impressions do not need result in immediate action, but may leave their effects stored for years in the brain before they may materialize. Such will be the effect of a good parent's example. For an orderly people are usually a peaceful and prosperous people.

"Where there is no vision the people perish," a group of people do not move forward into any field of endeavor as a mass but they are guided and directed by the farseeing, the bold, and the resourceful. But the bold, farseeing, and resourceful must first be found and then trained so that they will have both the power and the will to work for the common good and thus become factors in the development of wealth and become agents in making possible a finer development of citizenship. There is much true philosophy in the saying "a rich man's wealth is his strong city and the destruction of the poor is their poverty." However, leaders only deflect their following and each group has such leaders as it is capable of following.

Modern industrial life has become highly diversified and those who must gain a livelihood from it need much more exact and extended training than did the children of a few years ago who were born into a society chiefly agricultural. Economic confidence cannot be built in any group engaging in industrial activities today who are poorly equipped nor who find their efforts for employment limited or restricted by any other consideration than fitness for the task sought. This means then that parents must provide the means and have the foresight to organize in such a way as to keep open opportunities already existing, and to open new opportunities. And that they must be able and willing to provide adequate support to the children while they are preparing for these fields.

By this it is not meant that youth cannot or should not help themselves financially. They should. It is only meant it should not be an urgent necessity for them to depend on their own support. The surest way to establish economic self-confidence is the forming of habits of economic thrift. To use their time wisely and profitably; to manage the spending of

(Continued on page 29)

"IMPROVING THE HEALTH STATUS OF THE NEGRO CHILD"

By MADALENE L. TILLMAN

The subject which has been assigned to me is "The Status of the Nutrition of the Negro Child." I have taken the liberty of modifying this subject to a certain extent, therefore, I shall speak to you today of "Improving the Status of the Health of the Negro Child," largely as it is related to milk consumption. Furthermore I must ask you to bear with me as I must also limit my statements to my personal experiences in health work in the city of Philadelphia and surrounding territory.

Our organization has, in the past, secured certain significant and interesting statistics regarding milk consumption. These statistics were secured largely through two recent surveys conducted during 1924 and 1929.

In the recent survey of 1929, carried on among 1370 families in Philadelphia, it was found that the trend of milk consumption per capita had been upwards during the last five years. Among the colored families it was found that the per capita increase in consumption of milk was 20%. You may wonder why this figure is significant.

Health authorities frequently make statements to the effect that those people of the world who have been consumers of milk and its products are among the sturdiest and most advanced of the civilized nations.

In our limited experience, within our own territory, we have had abundant evidence that when a quart of milk a day is included in a child's diet he gains in health, strength and school standing.

For example; there is the case of Alice. Alice, at the age of 10 years was a rather frail sickly child who did not seem to care for the right foods. She was encouraged to eat fruits, vegetables and to take a quart of milk a day. With the assistance of her mother, Alice kept this up for a number of years. Her gain in health and happiness were noticable year by year. Today she is a high school graduate who last June carried off conspicuous honors.

Another example is that of Cora. Cora was a member of a Philadelphia School Nutrition Class. She was a very frail and very thin child. She was underweight. Of course we realize that weight is not the only index of health. Through a period of sixteen weeks, Cora received the weekly health instructions—regular weighting and other care and advice of the school nurse. Here again was splendid cooperation between home and school. The result was most gratifying. Cora made remarkable advances in health. Among other evidences, her gain in weight was unusual. (17½ pounds in fifteen weeks.)

These are only two examples, but they are indications of what is being done to improve the health status of the Negro child in one section of the country.

To make health improvement more vital and interesting to children, we may use the story as a medium. A healthy story or talk which is suitable illustrated usually leaves a more definite impression upon the minds of both children and adults.

Today, I am giving you portions of two talks which are illustrated by slides. The first talk is for children, and is entitled "Tymauk, Child of the North." This will illustrate how we present health habits to children.

"Tymauk and Suk-Too, Children of the North"

Far, far to the North there is a land all ice and snow. It is so cold in winter that the very ocean freezes. It is so cold that you might think that no one ever lived there. But somebody does! And these are the Eskimos. It is so cold that the Eskimos wear fur clothes. They have only meat, fish and oil to eat, no vegetables and fruit and all the good things you have to eat. It is too cold for horses, so the strong dogs are used to pull the sleds over the snow and ice.

Tymauk was a little Eskimo boy who lived in this northland with his father and mother, little brother Suk-too, and baby sister Ooming-Loo. She was too little to walk on the cold ice and snow so her mother carried her in a great fur hood.

Now the days were getting shorter and the nights longer and longer and of course, colder too. It was time to leave the summer home on land and go out on the ice where there was better hunting. So father packed all their belongings on a long sled and hitched up the dogs with their harness of strong walrus hide, and away they all went, early one morning.

It did not take father long to find a place to build their winter house of blocks of snow. Tymauk was very proud of being big enough this year to help. He carried the blocks to his father, who placed them in a large circle. Then, as he placed the next blocks on these they wound round and round to the top. In the very top a large piece of ice was used as a window. "Now you may all help," said father. With a shout the boys were on top of the house, filling in all the chinks with snow. What fun it was to slide down! But Suk-too had on his new winter suit, so his mother soon put a stop to that.

The next thing was to make the platforms inside. These nearly filled the inside of the igloo—that is the name of the Eskimos' house.

"Did you find a place for a water-hole, Tymauk?" "I did, father," said Tymauk, proudly. "I can tell now by looking through the ice whether there will be water at the bottom of the hole." "Very good, my son, we cannot keep well and happy this winter unless we are sure of plenty of water to drink." "And I thank you, little son," said mother, "for

otherwise I should have to melt snow all day long for this thirsty family."

"I shall go now and see for myself!" As she walked away Tymauk thought he had never seen anyone so beautiful as his mother. Her new white polar bear coat was the nicest in the tribe. She was proud of her skill in sewing. Now she turned to smile at them.

Yes, she had found the hole. She was dipping the water up with her musk-ox dipper and filling the heavy warlus hide bucket. My! How much water an Eskimo family can drink!

While mother was away father opened the top of the new house. While the walls were hardening they all worked to finish the tunnel. Father built it in a curve and added an extra little house at the end for the dogs. It was all ready at last and Suk-too was the first one in. He crawled through the tunnel on his hands and knees so fast you might have thought him a little brown bear if you could have seen him. Tymauk was next, but as soon as mother came in she made them go back to the tunnel room and leave their outside coats. "And be sure you beat all the snow off, boys, or your new suits will not keep you warm this winter." Mother has spread the ice beds with thick skins. One layer had the fur down; the other the fur side up. This kept the ice from melting and from chilling you when you slept on it. The little lamp with the moss wick was burning merrily.

The room became so warm that baby sister climbed out of mother's hood to see the new igloo. Mother put a rack over the lamp and had every one put his mittens there to dry. She hung a leather bag full of seal broth over the fire.

There was not hot chocolate or steaming cream soup in that igloo. But it was so cold that the family was very glad to have a hot drink. There was no friendly milk man to leave milk on the igloo doorstep!

In the northland they do not waste one little part of the animals they use for food. Food is hard to get. If one lives on meat alone, he must eat the entire animal if he is to get all the materials he should have to make him strong and keep him well.

As soon as Tymauk and Suk-too had had their soup, they were just too sleepy to keep their eyes open another minute. Baby sister had not even waited to be put to bed but slept in the hood. Soon they were all tucked in for the night, snug and warm in their fur blankets. The night was still and clear—not a sound. When, suddenly through the stillness the hard crust on the snow outside snapped. Everyone was up in a twinkling. Tymauk's father threw off his fur blankets and hurried into his boots and great outside coat. He snatched his mittens from the rack above the lamp and out he went. Tymauk would have loved nothing better than to have gone too. But his mother would not let him. The dogs were frantic and the great leader was snarling and tugging at his fastenings. Tymauk could hear the men getting their weapons and his father calling for the boats! "What do you think

it is, mother?" whispered Tymauk. "A bear, my son. I heard the men say he was quite near." Now the voices were drifting away. The hunt was on. What fun to hunt the big polar bear! Perhaps the family would have a bear steak for their breakfast.

Tymauk drifted off to sleep.

But, Tymauk's father was not asleep. He had followed the bear out onto the ice floe. Soon he and the men landed the big fellow. When they brought him home, Tymauk and Suk-too were permitted to crawl out and see the bear. "See his great claws and sharp teeth, father? Why was he so far from his igloo?" "He has no igloo, son, for he lives right out on the ice. I guess he wanted some of our seal meat." The Eskimos store their meat out-doors on a platform. Often the bears smell it and come to steal it.

Of course, for breakfast, father let them have some of the fresh bear meat which they ate raw. The name Eskimo means eaters of raw meat. People must have fresh food of some kind; since there were no fresh vegetables or fruit the family ate a good meal of raw meat.

And how thirsty they all were! They used so much water that Tymauk was afraid he would have to cut another hole in the ice before long. But much as they liked water, they did not bathe in it as we do. They would freeze in that land 40 and 50 degrees below zero. But the igloo was nice and warm, so at times they had an air bath.

All that day Tymauk's father waited at a new seal hole he had found. Seals have to breathe and cannot stay under water forever. So they build what is known as a blow hole through the ice and snow. A seal was coming! Father caught it! The seal is the Eskimo's most valued food. You have already heard how mother made seal soup; Eskimos eat the fresh, frozen or cooked meat. Seal oil is the butter of the northland. It is very strong tasting. All the family dip their meat in seal oil before they eat it. They are not as fortunate as we are, who have our good friends the cows, to give us rich golden butter that we like so much, and that helps us grow and keeps us well.

One day when Tymauk's father caught a walrus, he made Tymauk a bow and arrow from the ribs; and he got out the ivory drill and made wonderful things of the tusks; needles for Tymauk's mother, knives and many things. Life seemed very wonderful to Tymauk.

Long after this the food grew scarce where they were so mother told them they were going far off to hunt and fish.

Their father found a fine place to fish and before long had a great many. He put them on the sled and they were off again over the snow. My, how the dogs were scampering. How bitter the wind was. How anxiously father was watching the sky. The snow flakes began to come down, faster and faster. Father came and tucked the children in on the sleds. But they had to go on. Finally there was a joyous shout. "An igloo"—and they reached it just in time.

Poor little Suk-too was so cold. Mother took him and the baby inside. She spread a fur down on the ice bench and rolled both children in it. Then she lighted the lamp to warm the igloo and went out again to help with the dogs. Tymauk went into the igloo but he came out again very fast. "Mother, come quick, something has happened to Suk-too." Mother rushed in and found Suk-too looking very pale. She knew at once what had happened. This was an old igloo. No air could come through the walls and the door was closed. She carried Suk-too outside and the fresh air brought the color back to his cheeks. They then made an opening in the roof for air. But while the blizzard raged outside mother cheerfully packed all the fish father had caught that day.

Some of it had frozen hard so she thawed that out for supper. Tymauk and Suk-too have birthdays just as you do, and frozen fish is what they have at their parties, instead of ice-cream. Do you think you would like to try some of Tymauk's ice-cream?

They spent two nights in the camp. When the storm was over, Tymauk said, "how can we ever find our way back to the village, father?" Father took Tymauk to the door and pointed out to him the lamp in the northern sky that guides the north men in the night. Now the moon was out after the storm and father did not wait for morning to start back. Tymauk thought he would never forget that moonlight ride. He watched the stars until he fell asleep.

They were again at home. He heard one day the Boom-Boom of the ice! It was beinning to break up. Father stopped to pick up all belongings at the snow village and they were off again over the ice on the shore. It was not safe to stay.

These loyal dogs often saved the boys' lives.

They reached the shore and were soon settled in their new skin tent. Perhaps they would move farther inland after a while and find the stone hut. What fun the summer time was. They could paddle with father or mother in the kayak, a boat of skins, and hunt birds and eggs and berries!

They could wade in the wild flowers and lie in the warm sunshine while the women prepared the skins. In the short summer in the north everything grows twice as fast as it does down here. But, something had happened to baby sister. Her little black eyes no longer danced with fun and laughter. Her tiny fingers lay out straight. She tossed on her bed. The medicine man hung a necklace of bear claws around her neck—but that did not help her.

Then one day as the boys were looking out over the water, what should they see but a white man's boat, a great American ship. Tymauk had heard tales of this but never had he seen one. But father was more excited than his son. He was getting ready to paddle out when Tymauk begged to be taken along. They learned that the boat lebonded to a man named Putnam, and he had his son David, with him. Tymauk spent all his time with David and David's friend, Deric. David could not talk the

language of the north as well as his father, still children have a way of understanding each other in any land. Tymauk saw the state rooms with their wool blankets; the white boy's sweaters as well as fur clothes. But the dining room! What queer food the white man ate! Tymauk's father was amazed too. Mr. Putnam showed him the white man's gun with a glass through which you could see the seal miles away.

He was so interested, but he was more interested to ask the great white man what would make baby well again.

"Do you not have reindeer in your land?" asked Mr. Putnam. "David will show you our variety of reindeer, but it is too cold for the cow, as we call her, to live so far north. But if your baby could have fresh milk, I am sure it would help more than anything else. To the south of here are great herds of tame baribou, or reindeer. If you would like, I can take you there on my ship, for we are going back tomorrow."

David went to land with Tymauk and his father. He didn't think it much fun to eat raw meat as the Eskimo did, but was so pleased to see Suk-too and the Eskimo family. It did not take them long to pack their simple belongings on the white man's sled—because all they had to carry were their furs and igloo lamp.

The new land was not so unlike their own—but there were the reindeer! Uncle Sam had sent great herds to this land so his Eskimo children could have milk. How happy they were. Little sister soon began to smile again and in no time at all was sitting in the warm summer sunshine, drinking her reindeer milk every day. Just as happy and proud as you are to be one of Uncle Sam's children.

* * * * *

A few years ago, when Captain Peary made several successful trips to the North Pole, he carried with him this man as a bodyguard. This is Matthew Henson. History tells us that Matthew Henson reached the North Pole forty-five minutes ahead of Captain Peary. So he shares the honor with Captain Peary.

In personal interview with Mr. Henson he tells me that the power of his endurance is due to his choice of adequate foods. He believes in liberal amounts of milk and its products. He also advocates the use of fruits and vegetables. He stresses the need for rest and the drinking of plenty of water. He says "Wholesome living builds strong bodies."

Here you recognize Phyllis Wheatley. Back in those early American days, we find little Phyllis Wheatley, eight years old, arriving at Boston aboard a slave ship. She was the same Phyllis whose eagerness for learning made her grow into one of the most highly educated women of Boston, and the first Negro woman in literature. She was handicapped by ill health. Her marriage was hardly a happy one. Yet her grace and culture rose above these things, and she was a pet of society when she visited in

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THE INTEGRATION OF SECONDARY AND HIGHER EDUCATION

(Continued from page 18)

function of the public high school, viz., to equip pupils for the business of life; to give a proper training to those who will teach in the common schools; and to prepare for college. Secondly, a majority of our young people who go to college decide late in their school career. Thirdly, every young man or woman who has successfully devoted at least four years to earnest study in a well-equipped secondary school should be admitted to any college in the country, regardless of the combination of (academic) subjects, provided power has been developed and that his studies have been in harmony with his intellectual aptitudes. To this end the secondary school curriculum should be elastic as well as that of the college."¹⁹

It appears that about this time the matter of foreign language requirements offered the most perplexing problems, consequently we find this Committee dealing with primarily, in addition to mathematics and history, four foreign languages—namely, Latin, Greek, German, and French. English was not considered because there seemed to be fair uniformity in this requirement. It was the practice of some schools to require such an offering as would necessitate a student's presenting four languages for entrance: English, Latin and Greek, and a modern foreign language. And when he did offer a modern foreign language he had to present more than one year. This obviously required a disproportionate amount of time and effort in one type of work.

The earlier Committee, called the Committee of Ten, while being an outcome of a movement looking to the uniformity of college entrance requirements, widened its scope considerably and attacked the larger problem of secondary education as a whole from an educational point of view. Its influence will be more fully discussed in the next topic to be treated.

Another potent factor in recent years in the solution of the problems surrounding the proper integration of the high school and college has been the activity of the Carnegie Foundation for the Advancement of Teaching. Dr. Pritchett in the Foundation report for 1910 makes this comment in reference to the two factions in the college-high school controversy: "Outsiders obviously see these two positions and can find facts to support each. But the difficulty is not so much with the facts as with the viewpoint and way of looking at them. Both are viewing their schools as separate things rather than as parts of one related and co-ordinated system." And he suggests that it demands broad sympathy and understanding on the part of each. This is strikingly similar to the sentiment expressed by Dr. Brown²⁰ several years earlier. He said, "The question of college entrance requirements is a question of relationship between two institutions, each having its separate responsibility to the public. The college should set the

example of considering both terms of this relationship with perfect fairness," and adds, "It has sometimes happened that the men of the academies and high schools have taken a more comprehensive view of this question than have the men of the colleges and universities." In suggesting a working hypothesis, he said, "The interests of higher education will be served by such prescriptions of college entrance requirements, and such tests of preparation, as will do the most to vitalize instruction in the secondary schools."

Again one may observe a close relation between the sentiments of Dr. Brown, in the latter part of the quotation above, and the ideas expressed by Dr. Pritchett in his 1910 report when he demands as a practical basis of articulation, an examination which will conserve the freedom of the high schools and actually reveal the intellectual powers of the candidates.

The Carnegie Foundation has made many studies of this whole question of high school-college relationship and has published several very significant reports, but perhaps its chief contribution to the whole movement lies in the impetus which it gave to the use of the "unit" as a scholastic measuring device.

In order to provide a common ground and medium which would more easily permit of flexibility and at the same time allow for orderly communication between various institutions, this Foundation emphasized the term "unit" in our educational nomenclature.²¹ The emphasis came as a result of a conference between Dr. H. S. Pritchett, President, Carnegie Foundation; Mr. Wilson Farrand, headmaster of Newark Academy; Dean Frederick C. Ferry, of Williams College, representing the National Conference Committee on Standards of Colleges and Secondary Schools, and other officers of the Carnegie Foundation.

According to Dr. Pritchett, the function of this unit was simply to recognize a well ordered high school course; and indicate the limits of a given course and the amount of work that should be done in one year. He feels that "the use of such a common unit will make for unity and freedom." It is needless to say how effective this device is and how universally it has come to be used.

²⁰E. E. Brown, op. cit.; p. 443.

²¹H. S. Pritchett, "Fourth Annual Report of the Carnegie Foundation for Advancement of Teaching," 1909; pp. 131-133.

(To be continued in next issue.)

THE VIKING PRESS

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¹⁹School Review, Vol. 4, pp. 415-23, 1896.

REPORT OF THE COMMITTEE ON RESOLUTIONS OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

(Continued from page 6)

Thirteenth: That we hold in deep appreciation the far reaching benefits to the race of gifts from private foundations, Jeanes Fund, Slater Fund, General Education Board, Rosenwald Fund, Harmon Foundation.

Fourteenth: That we express our deep regret at the retirement of Dr. James E. Dillard whose name is a synonym of friendship for Negro education. With him will go our grateful benediction and best wishes for a long and beautiful evening of life.

Fifteenth: That we sincerely appreciate the recent attitude taken toward Negro colleges by the Southern Association of Colleges and Secondary Schools and hope its work will be carried on to our secondary schools.

Sixteenth: That we recognize the significance of the White House Conference on health and protection and believe its work will have a special bearing on the welfare of Negro children. We highly commend the excellent exhibit, the work of the pupils of the Washington Schools, under the able leadership of Garnet Wilkerson.

Despite all but insuperable handicaps we are not to grow bitter. We call upon our people to look bravely into the future. For us, courage and confidence are the need of the hour. With our capacity for unlimited training and our achievements already attained, we shall see the aurora of a new day, and may feel assured that the genius of the race will yet burst into beauty and power under the influence of a diviner democracy that must yet come to America.

Seventeenth: That we express our appreciation and thanks: (1) To the teachers of the Columbian Education Association, headed by President M. Grant Lucas; to the authorities of Howard University for their royal courtesy and hospitality; (2) To the press for the liberal space given in its columns to our deliberations; (3) To the Board of Education and all school officials for use of buildings; (4) To President Williams and her staff of officers; special committee for their faithful and efficient services during the past year, and present session.

Respectfully submitted,

Committee,

J. M. GANDY, President, Virginia State College, Petersburg.

W. H. FOUSE, Principal, Dunbar High School, Lexington, Ky.

W. D. DAY, Principal, Booker T. Washington H. S., Sapulpa, Okla.

BENJ. F. HUBERT, President, State Industrial College, Ga.

S. M. BLACKBURN, Principal, Booker T. Washington H. D., Dover, Del.

S. G. ATKINS, President, Winston-Salem Teachers' College, N. C.

CLEMENT RICHARDSON, Principal, Topeka, Kansas Vocational School.

J. W. SCOTT, Principal, Sherman School, Cincinnati, O.

MISS P. C. TASKER, Primary Supervisor, New Orleans, La.

R. P. SIMS, President, Bluefield State Teachers College, Bluefield, W. Va.

ORAL HYGIENE

(Continued from page 9)

At no time in the history of an individual is the proper Hygienic care of the mouth so important as when suffering from severe illness as fevers, tuberculosis, rheumatism, nervous prostrations and during pregnancy. During these periods there is always a change in the Oral secretions; instead of being neutral in reaction, they are invariably acid, while the patient will often complain of a bad taste in the mouth. The cleaning of the tongue is very important in all cases of severe illness, especially when the tongue is covered with a thick heavy deposit. It should be scraped and carefully wiped with a piece of sterilized gauze moistened with saturated solution of boric acid. Pregnant and nursing women cannot be too careful about their mouth conditions, as their teeth are prone to dental decay during these periods. Many of these women suffer from inflamed and bleeding gums. Pregnant women should protect themselves against the loss of their teeth by frequent visits to the family dentist. Many surgeons dislike to operate, especially in abdominal cases until the mouth and teeth have been carefully inspected. Many of them frequently complain about sensitiveness of their teeth, to sweets and acids. This is usually due to an unclean mouth or to dental decay. This may be overcome by thorough cleanliness of the mouth, the treatment and filling of the decayed teeth and use of bicarbonate of soda, milk of magnesia or lime water.

Proper Mastication and Proper Breathing

There are two great handicaps to normal digestion; 1. namely, (a) insufficient mastication of food, (b) food inadequately mixed with saliva. This causes too much work to be placed on the stomach that should have been performed by the teeth and saliva. 2. Second, drinking large quantities of ice water with their meals. Ice water chills the stomach and its contents, thereby retarding digestion. No man or woman or child can be optimistic in their views of life or even be good natured and happy or physically full of life and energy who has a disordered stomach which causes dyspepsia, decayed and sensitive teeth, exposed pulp, teeth loose and score from abscesses or pyorrhea makes mastication a torture, even loss of teeth causes bad mastication. Hygienic living begins with a clean mouth and proper masticating of food will cure and banish many ills that only reflex symptoms caused by a disordered stomach.

Proper breathing: Children should be taught early in life correctly how to breath. Many children breath through their mouth because they have not been taught to breath through their nose and not because there are any nasal obstructions in the nasal passages. On the other hand, many children are forced to breath through their mouth because they have narrow nasal passages or some nasal obstructions in the upper Pharynx. When such conditions are found, a physician should be consulted at once and proper treatment should be taken. When a child breaths through the mouth, it will certainly be dull mentally; irritated disposition, have frequent attacks of sore throat or tonsillitis, severe colds and bronchitis and will be predisposed to pulmonary diseases. Children can be taught to breathe correctly by having them stand erect with shoulders thrown back and lips tightly closed, while they fill their lungs slowly by taking in air through their nose and slowly expelling it through the same channel (or nose). Those who cannot do this after repeating it several times will be found to have nasal obstructions and will need treatments. Raising the shoulders while filling the lungs while taking in this air should be strictly prohibited as this develops a faulty method of breathing, very often seen in female singers on the stage. Girls should be taught that a tight corset or other tight clothing about the waist prevents normal breathing and has a tendency to bring about disease. These little hairs found in the nose, called cilia and these tiny projections and the fluids are provided by nature to purify the air passing to the lungs, particles of dust and other substances that might be irritating. To rob the system of free breathing through normal passages invites diseases and handicaps our children, physically and mentally and perhaps lay the foundation for early death.

My dear friends, in conclusion, good blood can only be made from good food properly masticated, digested, assimilated and oxygenated. Proper mastication cannot be accomplished without good teeth. Normal digestion is impossible without proper mastication. Perfect assimilation is impossible without normal digestion. Normal Oxygenation is impossible without free, unobstructive and healthy air passages and plenty of pure air.

I am now reminded of a story that goes like this:
 Snaggle-tooth Liz and toothless Jim,
 Were horrible sights to see;
 Liz was only twenty, Jim just twenty-three.
 They loved each other dearly,
 And were married one day in June;
 Poor Liz developed the toothache
 First night of their honeymoon.
 Jim took her to a dentist,
 Who made her toothless too;
 Now Liz looks old as forty
 While Jim looks forty-two.
 Two children came to Liz and Jim
 A sickly looking pair;
 Malnutrition played its part
 And left its traces there.

The girl was thin—scrawny,
 Her life scarcely worth while;
 She was always in the dumps
 Wore an adenoid smile.
 The boy was not the healthy child,
 That boys now a days should be;
 And, like his Dad, he soon will be
 Sans teeth at twenty-three.
 Had Liz and Jim been healthy,
 Had nutrition done its part;
 Their children would not have been sickly
 Or their lives handicapped from the start.
 So when you are young, keep well,
 Keep the teeth free from all debris;
 Don't be a Liz at twenty
 Or a Jim at twenty-three.
 Remember, an ounce of prevention,
 Is worth its weight in gold;
 A toothbrush in time saves many a man
 From growing prematurely old.

THE WHITE HOUSE CONFERENCE, ITS SIGNIFICANCE TO THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

(Continued from page 20)

Health and Protection in at least the following enterprises:

1. In extending public health services to Negroes in approximately 700 counties and many cities in the South that do not now have such programs.
2. In assisting all of the institutions of higher learning for Negroes to include adequate health education programs for the training of teachers.
3. In organizing a wide-spread program for study of local health conditions among Negroes.

It is believed that the Research Division of the National Education Association would be glad to assist in this enterprise. Also that many members of the faculties in all the colleges could and would be glad to help.

4. In setting up at least one strong, intelligently lead and directed local health council in every county and large community in the entire South.

The magnitude of the tasks which are spoken of here very simply and without elaboration, leads me to conclude this statement with a quotation from one of Arthur Brisbane's letters. He was writing about the dinner given to Post and Gatty in New York. He said: "These men have demonstrated again a truth that is tremendously important to human beings. That, whatever men can imagine, they can do."

IMPROVING THE HEALTH OF THE NEGRO CHILD

(Continued from page 25)

England. Later, she was received at Cambridge by George Washington as a mark of respect for her accomplishments.

There is a great difference between Phyllis Wheat-

ley and Mrs. Booker T. Washington. Yet both possessed charm. Mrs. Washington, the school teacher, was interested in the every day problems of the women living about her. It was she who organized the first Mother's Meetings.

Here right at our own door are to be found examples of charm. Let us choose a Philadelphia sculptor, Meta Warwick Fuller. Mrs. Fuller has won many honors for her years of hard study. She is most to be admired, perhaps, for the ability to make a happy home for her Doctor husband and three boys, at the same time continuing to carry on her sculpture. While we are speaking of present day women with charm, the name of Mary McLeod Bethune must surely be mentioned. It is not necessary to introduce her in her full title of college president, and the representative of two hundred thousand club women. Many of you have met her. Some of you know her well. Were you asked individually for the reason you considered her charming, doubtless each would have a different answer.

For we have seen that there is no single recipe for charm. Quiet Phyllis Wheatley with her keen mind was charming. Talented Meta Warwick Fuller with her skillful fingers and happy home life is charming. And the unaffected Mrs. Booker T. Washington is a charming hostess. The capable Mrs. Bethune represents yet another type of charm.

The foundation of Charm is good health. Fine posture, repose, ease of manner, graciousness of speech, humility and sincerity, with regular health habits make us charming. All of these desirable qualities of personality are affected more than we realize by the health of the body. Whether we are tuned high or low depends in large measure upon our choice of adequate foods.

Seeing and hearing of many food substances may be confusing when we are to make a choice of the best. But let us remember the simple and fundamental principle; more vegetables, more fruits, more milk will improve the health Status of the Negro Child.

FUNCTIONS OF THE PARENT IN THE ECONOMIC DEVELOPMENT OF THE GROUP

(Continued from page 22)

their money judiciously; to conserve their energy; to cultivate best habits for health; to create discriminating judgment in desires, that will leave them with composure and contentment; in short that youth be trained to be earnest, honest and live within the means at hand in order to make sure their development. All of these must be taught and grounded in the child at an early stage and continued throughout their youth. Such habits will prevent their being the heavy burdens on parents that this long period of training seemingly suggests. And this is a duty of parents.

The parent should study the trend of social changes so as to guide youth in selecting vocations and advise wisely in the organization of business

enterprises. Long lists of business failures resulting either from a lack of understanding of economic trends or the lack of knowledge of economic technique do not inspire confidence but tend rather to discourage.

Up to this point the effort has been to show the relationship of economic self-confidence in developing the to be, new citizen. But it does not end here for this individual once brought up to the place of citizenship must be constantly developed otherwise a static or degenerate condition is reached. So the older citizens relieved of being stepping stones for youth must continue their citizen development by assuring for themselves economic self security.

If the best possible plans are to be made for future welfare, it is necessary for parents, the old citizens, to know more and more what are fundamental ways to secure stable and progressive enterprises which can meet the demands of growing populations. They should have the foresight to plan down in the distant future for this better welfare. This will be conducive toward economic self-confidence so that on the whole a better developing citizen is the result.

So to work on such problems in our individual hours and as conference themes will be productive of more for better citizenship than summing up past accomplishments.

In general the day of the small individual business has passed. The chain store, the direct sale of manufacturers to consumers make it quite impossible for the small business to give either service or values. One, though he may have good value sense who undertakes the small business in the face of these conditions more often than not will squander his accumulated substance and will become a preacher of gloom and discouragement. On the other hand, it has been clearly demonstrated for more than 100 years that groups of people depending on day wages can find relief from economic pressure through a combining of their small savings so as to supply their common wants.

But this leads into and continues the discussion of the development of the matured citizen, which is not the primary objective now.

In conclusion I will state that all important work is to develop each individual into the best citizen possible and this can be only through an assured economic possibility, wherein the parents in this great matter of life adjustment are stepping stones for youth, in as much as they must secure for youth necessary support and protection during its development preparation period: securing for youth proper physical plants and necessary equipments; demanding high grade personnel teaching force with accepted cultural and ethical standards; bequeathing to youth healthy bodies and sane minds; setting for them proper parental examples of adjustment and conduct; giving them wise leadership; finally when youth needs the parent no longer as a stepping stone, to unite with this new youthful citizen and mutually, through cooperation, assure for the group a firmer economic independence which will continue a greater and more perfect citizenry.

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ARE you interested in this? Write me at once so that I can give you further information and material with which to work. 20,000 members is our goal, and we need your service.

WM. W. SANDERS, *Executive Secretary,*

BOX 752, CHARLESTON, W. VA.

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National Association of Teachers in Colored Schools*

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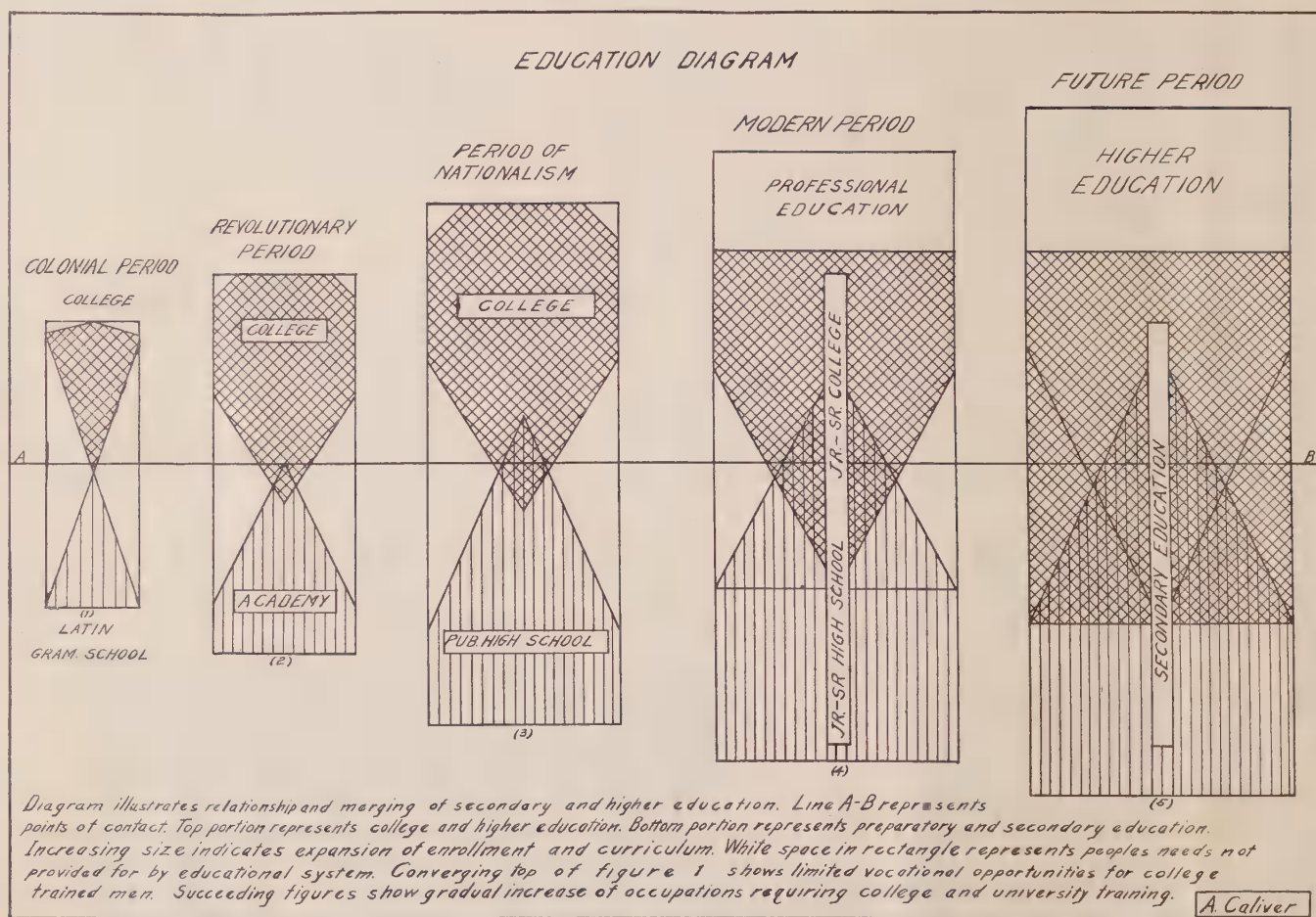
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To be used in connection with the article by Dr. Caliver on Page 7

THE BULLETIN

VOLUME XII

CHARLESTON, W. VA., DECEMBER, 1931

Number 2

PLATFORM FOR TEACHERS IN COLORED SCHOOLS

By JOHN W. DAVIS, *President, West Virginia State College, Institute, W. Va.*

On behalf of the members of the National Association of Teachers in Colored Schools, I wish to express appreciation for the splendid words of welcome to this city—the Capitol of the Nation. Many of us have been here before. Only those buildings now under construction or those which have been completed within a year will prove to be for some of us “things of interest” in the Capitol City. Our mission is one of education. We accept sincerely your cordial words of welcome and their challenge to us in terms of our errand and obligation here.

It is perhaps not out of place to give non-coherently and epigrammatically something of our background thought while during this week we shall give consideration of a factual and critical study of education as it affects Negroes. My statement now is not inclusive and is not intended to be, as education represents life, and the law of life is growth and change.

1.

As we face problems of education in this country we sense the lack of a guiding and scientific body of data on the education of Negroes.

2.

Educational methodology and techniques are today in flux. Creative ability and educational statesmanship are now acutely in demand. We are not unmindful of our urgent opportunity to influence world thought in education.

3.

We take the position that all kinds of education are good for the Negro. The seriousness of intent with us is to give due emphasis to the educational needs of each Negro boy and girl, whether that need is vocational, professional or abstractly academic. This general policy will admit great opportunity for courses about the Negro himself.

4.

We would not over-emphasize the importance of minimum standards of academic accrediting bodies or school rating agencies. We consider it better to standardize every unit of work now attempted at whatever level it is done as being more beneficial educationally than having a nameplace on the roster of an accrediting body.

5.

We join all true scientists as well as other seekers after truth in believing that progress is evident when humanity is studied historically. The democracy of blood now flowing in American veins cannot then be considered seriously as a diminution of national strength. There is no such thing as inherent or innate superiority or inferiority of races.

Such propagandic proposals are based upon economic fear, prejudice, ignorance and the prevalence of non-democratic outlook and practice in educational programs and policies.

6.

Our approach to citizenship would justify that intelligent use of the ballot by Negroes in every district, community and state of this nation as the most powerful corrective of ills perpetrated against Negroes as well as their most favorable tool for constructive participation in government.

7.

The financial activities of the federal government in education indicate that one-fortieth of federal appropriations to Land-Grant Colleges in seventeen states goes to one-tenth of the population, thus producing an annual deficit of \$2,500,000.00 in the education of Negroes. We feel it our duty to emphasize simple justice and right in properly adjusting inequalities of this sort as they tend to remove America from her high place among the society of great world nations.

8.

We come here thinking that much social legislation is needed in America to aid the poor of all races.

9.

Present unfair and discriminatory practices in employment have a tendency to make the American Negro a race of thieves, criminals, jail birds and penitentiary prospects. We deplore those discriminations which prevent men of color from just participation in labor.

10.

We join in all state and national efforts which are designed to improve the health and housing of Negroes. Housing restrictions in municipalities based upon race tend to nullify the spirit of freedom on which this country was founded. It might be added in this connection that it is most unfortunate that the better homes of Negroes in all of our metropolitan centers are too often called upon to serve Negroes who travel as “substitute hotels” upon an explanation of “so-called friendship.” In all of this there is the loss of education from contact as well as the depreciation of personality.

11.

World-wide depression, international chaos in finance and the political hope for a man and voice to calm the fears of all men of all nations, make us cautious as we would aid in preserving the good of this civilization. The program and policy of education in all of this is important. The utilization of intelligence and knowledge to bring peoples together

(Continued on page 24)

"COMMERCIAL EDUCATION IN NEGRO COLLEGES AND UNIVERSITIES

By V. V. OAK, Lincoln University, Jefferson City, Mo.

There are today 79 Negro Colleges and Universities offering Junior and Senior college work exclusively to the Negro youth. If we include in this list the teacher training schools and the professional schools this number rises to over 125. Education of the Negro was violently and successfully opposed until the civil war, then conducted in an aimless manner until the beginning of the century, and finally took the present form in which all the Southern states (wherein 80% of the Negro population resides) definitely recognized their duty of providing facilities for the Higher Education of its Negro citizens.

Unfortunately, ever since their creation, the Negro colleges have, to a large extent, followed the curricula that had been in vogue in white colleges in the middle of the nineteenth century and which had been discarded by them as unfit and useless. As late as 1900, Dr. W. E. B. DuBois wrote, "The older New England curriculum of forty years ago still holds in the southern institutions with little change." Since then there have been some changes, but in spite of these the present college curricula are still antiquated. The main reason for this is to be found in the fact that the Negro race is so completely segregated that it takes a long time before the new improved ideas and ideals in education filter down to them. If one keeps this in mind he will be able to appreciate the enormous difficulties Negro educators have to encounter. It is true that hundreds of colored youth are coming out of many "A" class white universities, but only a few of these have developed capacities for leadership. These few could improve a great deal the present curricula in Negro Colleges but they have no chance of entering into its administration which has created a vested interest of its own and admits into its circles only such new blood as is willing to "stand pat" with what is going on. Even in the matter of vocational and professional education no serious attention seems to have been paid in the preparation of the curricula in such a way as to meet the actual needs of the race. During the last three years some institutions have taken considerable pains to improve their curricula and we hope this movement will spread rapidly until we have accomplished something.

The writer of this article has had an opportunity of teaching in four of the best Negro colleges in a period of seven years and was very much struck by the fact that there was a definite tendency among administrators to follow blindly the curricula offered by white institutions irrespective of their unsuitability to the needs of their race. In fact, he noticed that in some cases they even tried to make the curricula more rigid in order to gain a recognition for "high scholarship." While he was teaching a class in Economics to a large group of Freshmen who were

taking a two-year secretarial-training course, he asked the authorities for the privilege of readjusting his course to the needs of the students. This request was flatly denied on the ground that the school maintained a high scholarship (sic!) and that its students should be taught college-grade economics. It might be mentioned here that this course is not open for Freshmen even in institutions like Harvard and Yale. This same school was compelling its students taking the two-year secretarial course to study Lincoln's Applied Finance. Needless to say, the overloaded students ended in being "Jack of all trades and Master of none." The writer also noticed the tendency to "pad" their catalogs with courses which were never offered but which they hoped to offer in the "Near Future."

All these facts stimulated him to further research. In order to assure himself that he was on the right track he requested Mr. William W. Sanders, Executive Secretary of the National Association of Teachers in Colored Schools, a well-known Negro Educator, to express his views on the vagaries of Commercial curricula in Negro colleges and Universities. The following statement from his answer is very significant:

"To me it is evident that the student who comes out of our institutions trained in business administration finds himself in a world that apparently offers him no opportunity. Is it possible to organize courses that will prepare trained students to begin where Negro business enterprises are at present, and engage therein with a possibility of developing these enterprises, thereby forming a stronger business and economic life? I do not know that I have stated clearly the thing that is in my mind, but possibly you will sense that I am thinking that our institutions should pay little attention, for instance, to training persons for executive positions in large organizations such as, Standard Oil, Railroads, and other such corporations, but a great deal of emphasis should be placed on small business enterprises, insurance, and the like. What facilities have our institutions for the training of such persons?"

While the writer was giving serious consideration to these problems, he was collecting the opinions of a few successful Negro business men as to what they thought about the need for Commercial education in Negro colleges and of the nature of the curricula offered by them. There was an unanimous opinion on the need of giving further facilities for commercial education. Their opinion about changing the curricula to suit the needs of the Negro

(Continued on page 30)

THE INTEGRATION OF SECONDARY AND HIGHER EDUCATION

By AMBROSE CALIVER, *Specialist in Negro Education, U. S. Office of Education, Washington, D. C.*

(Continued from October Issue)

Before pursuing further the more recent developments in the matter of college admission requirements and procedures, it might be well to suggest the relation which the growth of the high school curriculum has had to the general articulation of secondary and higher education. The early grammar school's curriculum was almost entirely made up of those studies which served as a direct preparation for entrance into college. Therefore one may safely conclude that the major emphasis in these schools was in the fields outlined by Harvard College's early admission laws: to-wit, "Whoever upon examination by the President, and two at least of the Tutors, shall be found able *extempore* to read, construe, and parse Tully, Virgil, or such like common classical Latin authors, and to write true Latin in prose, and to be skilled in making Latin verse, or at least in the rules of *Prosodia*, and to read, construe, and parse ordinary Greek, as in the New Testament, Isocrates, or such like, and decline the paridgms of Greek nouns and verbs, having withal good testimony of his past blameless behavior, shall be looked upon as qualified for admission into Harvard College."¹ Since most of the other early colleges had the same or similar regulation, it is fairly certain that such things as mentioned in Harvard's admission laws constituted the bulk of the Latin Grammar Schools' curricula.

Although the academies, inaugurated by Benjamin Franklin in Philadelphia about 1750, were the outgrowth of a nonconformist movement and were designed as a school for all the people, particularly the middle classes, it was impossible for them to escape the influence of the grammar school tradition on the one hand and the college entrance requirements on the other. Consequently, while adding new courses, over and above those required for college admission, "in the better schools the college preparatory course was the backbone of the whole system of instruction."

A sample curriculum taken from Phillips Exeter Academy in 1818 follows:²

CLASSICAL DEPARTMENT

First Year

Adam's Latin Grammar Liber Primus, or similar work; Viri-Romani, or Caesar's Commentaries; Latin Prosody; Exercises in Reading and making Latin; Ancient and modern Geography; Virgil, and arithmetic.

Second Year

Virgil; arithmetic; Exercises in Reading and

Third Year

The same Latin and Greek authoris in revision; English Grammar and Declamation continued; Salust; Algebra; Exercises in Latin and English translations and composition.

Advanced Class

Collectanea Graeca majora Q. Horatius Flaccus; Titus Livius; parts of

making Latin; Valpey's Greek Grammar; Roman History; Cicero's select orations; Delectus; Dazel's collectana; Graeca minora; Greek Testament; English Grammar and Declamation.

Terence's comedies; Excerpta Latina, or such Latin and Greek authors as may best comport with the student's future destination; algebra; Geometry; Elements of Ancient History; Adam's Roman Antiquities, etc.

ENGLISH DEPARTMENT

After making certain definite entrance prescriptions as to age and elementary preparation of the student the following course of study was required:³

First Year

English Grammar, including exercises in Reading, in Parsing, and analyzing, in the correction of bad English; Punctuation and Prosody; Arithmetic; Geography, and Algebra through Simple Equations.

Second Year

English Grammar continued; Geometry; Plane Trigonometry and its application to heights and distances; Mensuration of Sup. and Sol.; Ele-

ments of Ancient History; Logic; Rhetoric; English Composition; Declamation and exercises of the Forensic kind.

Third Year

Surveying; Navigation; Elements of Chemistry and Natural Philosophy, with experiments; Elements Modern History, particularly of the U. S.; Moral and Political Philosophy, with English Composition; Forensics, and Declamation continued.

It should be noted that the classical course follows very closely that of the grammar school. Both the academy and grammar school curriculums were under the constant influence of the changing curricula and requirements of the colleges.

The curriculum of the first English High School, established in Boston in 1821, was so similar to the curriculum of the English Department of the Academy cited above that it will not be listed here.

The curriculum tendency in all of our schools has been to add subject after subject, until the courses and studies confronting a student body today are almost bewildering in their immensity. As has been stated before one of the most important factors in causing changes in the secondary school curricula has been the changing college admission requirements, which in turn have been influenced by the changing curricula of the colleges themselves. With the addition by the colleges of new courses, some of the more elementary courses were pushed down in order to make room. Moreover as the various fields of knowledge expanded, there was a desire on the part of college teachers to add advanced courses to keep pace with the advancing knowledge; this process also tended to push the

¹ Pierce, "History of Harvard University."

² E. E. Brown, op. cit., p. 237.

³ Brown, op. cit.

elementary college courses downward. There often was need also of more extended preparation in some of the prerequisite courses or the addition of new ones altogether to take care of the new and advanced courses in college. This down-grading of courses did not stop with the teaching of subjects in the freshman and sophomore years which had previously been taught in the junior and senior years, but frequently these subjects were pushed entirely down into the high school and sometimes did not stop short of the elementary school. The introduction of new degrees such as the Ph.B. and B.S. had a great influence also, both on the entrance requirements and on the secondary school curriculum.

The work done by the Committee of Ten (1892) did much to introduce the principle of balance in our curriculum thinking by suggesting delimitation in certain directions, and throughout their program the element of elasticity. Thus they laid a good foundation for the later development of the principles of unity and distribution in the colleges as well as in the high schools. Furthermore the work of this Committee did more to improve the relations between the secondary schools and colleges than any other one agency.

This Committee, which was composed of both school men and college men, and whose chairman was President Charles W. Eliot, subsequently organized conferences on the following subjects: (1) Latin; (2) Greek; (3) English; (4) other modern languages; (5) Mathematics; (6) Physics, Astronomy and Chemistry; (7) Natural History (Biology, including Botany, Zoology, and Physiology); (8) History, Civil Government, and Political Economy; (9) Geography (Physical Geography, Geology, and Meteorology). Each conference consisted of ten members; so altogether the report of this Committee represented the combined judgment of one hundred educators.

The course of study which the Committee recommended and which was adopted by the N. E. A. is shown in Table III. The Chairman of the Committee, in commenting on this program, said "The adoption of a program based on Table III would not necessarily change at all the relation of a school to the college or university to which it habitually sends pupils. Any such program would lend itself either to the examination method of admission to college, or to the certificate method; and it would be slightly modified in such a way as to meet the present admission requirements of any college in the country. Future changes in admission requirements might fairly be made with a view to the capabilities of programs based on Table III."¹

These suggestions found wide acceptance, and as mentioned earlier, have influenced greatly our breadth and vision as we attempt to solve present educational problems.

Present Tendencies

The various controversies centering around secondary education and college entrance requirements culminated in the Kingsley Committee on the Reorganization of Secondary Education (1916). This

Committee promulgated the now famous Seven Cardinal Principles, which are having a gradual, yet very persistent influence on our present-day educational thought and practice. Several special studies have more recently been made which purport to set forth the present situation in secondary education; and in some instances to suggest working hypotheses and point out tendencies. Among them might be mentioned the following: E. N. Ferriss, "The Rural High School, Its Organization and Curriculum," U. S. Bureau of Education Bulletin, 1925, No. 10; G. S. Counts, "The Senior High School Curriculum"; University of Chicago Monograph, 1926; L. V. Koos, "The Junior High School," Ginn and Company; and other studies reported in the Twenty-sixth Yearbook of the National Society for the Study of Education, and the Department of Superintendence' Fifth Yearbook.

The present curriculum situation may be summed up in the words of Dr. Counts.² "The program of studies itself is in a state of flux. In relatively rapid succession new curriculums are appearing and old curriculums disappearing. With great frequency subjects are being added, and occasionally they are being abandoned. The wide variety of practice found in the different schools suggests that the several cities are either progressing at different rates along the same path of change or following divergent lines in experimentation. Some new form of secondary education is obviously in the making. * * * At present, changes in the curriculum suggest the wasteful process of trial and error rather than the adaptation of means to ends through the process of reflection."

Many students attempting to enter college by the examination plan fail to fulfill the tests set up by these examinations, which cover the work which they are supposed to have had. A large percentage of those who are admitted, either by examination or the certificate plan, fail. Business men criticize the schools (both high schools and colleges) for the student's lack of thoroughness and ability to work hard. The Rhodes Tutors in England make the same type of complaint and add superficiality as a fault of our educational system.³ Our colleges make the following complaints against our high school graduates: (1) Many do not know how to read and write; (2) They do not know how to study; (3) They do not know how to think; (4) They are lacking in earnestness and purposefulness; (5) They must be driven to do their tasks; (6) Their quality and content of scholastic effort does not improve encouragingly.

Despite the many criticisms and complaints against the secondary schools, the enrollment tends to mount at an enormous rate. Since 1890 there has been an increase in high school enrollment of nearly 1,000 per cent or approximately at a rate of 12 times that for the total population increase. Over the same period the college population has in-

¹ Report of Committee of Ten, of N. E. A., 1892, pp. 41 and 44.

² Quotation taken from Bureau of Education Bulletin, 1927, No. 26.

³ Report, Carnegie Foundation, 1910, p. 82.

creased about one-half that amount. One might conjecture that with such a rate of increase in our school attendance the real or imaginary needs and expectations of the public are being met and that the school system had been considered satisfactory. This is only partially true. These figures represent enrollment in a variety of types of schools within the general level of secondary education, but which have sprung up to meet differentiated conditions and diverse needs.

Among the most outstanding examples of these new types of secondary schools are the Junior High School, the Senior High School and the Junior College. A close analysis of this movement reveals the fact that the college is not the only aggressor in the matter of high school and college relationships, but that the high school is rapidly becoming the pursuer and the college the pursued. The Junior College is a sort of olive branch or token of peace that is being handed out to the advancing high school as its (the college) retreat becomes more extended and accelerated. While the offering of different courses, leading to degrees other than the regular A.B. has done much to relieve the tension by making more flexible college entrance requirements and a greater diversification in the high school curriculum, more fundamental changes even yet are being demanded.

Proponents of secondary education claim that just as the college formerly encroached upon the territory of the high school by maintaining high school departments themselves, they are continuing to encroach by the great overlapping of subjects. They claim that it is all right for the college to **continue** the work that was begun in high school but that the student should not be required to do again the work already done. Moreover they claim that practically all the work done in the first two years of college is, strictly speaking, secondary school work, and that such work should either be delegated to the high schools or that those years should definitely become a part of the secondary school organization.

These two divisions combined with the Junior High School would give a secondary school period of eight years and would more nearly conform to the psychological continuity found in the adolescent period, and would lend itself to the organization of an educational program that would at once be sound, flexible, and integrated; it would also permit of both diversification and unity with the least possible human wreckage. This would more nearly approximate the system found in many European countries, especially in France and Germany which have received so much praise by many of our leading educators. In speaking to this point, Dr. I. L. Kandel,¹ after lauding the European student in comparison with the American student, said "With the rapid spread of the junior high school, there is no reason any longer for retarding the abler students. Sufficient progress has been made with intelligence and other tests to select a sufficiently numerous student body in the larger high schools

not for rapid advancement but for intensive treatment. * * * The next step beyond this is not to send such students to college but to bring the college to them. The introduction of the junior college work into the high school for those capable of profiting thereby is the logical corollary to establishment of the high school."

President Lowell of Harvard is of the opinion that too much time is spent on secondary education as at present organized. He feels that students enter life two years too late or that they are deprived of two years of extra training, and that the colleges are wasting time on secondary education which they should be devoting to university training.² Dr. R. L. Kelley, permanent secretary of the Association of American Colleges in an address not long ago said, "Much of the really remarkable vitality of many American colleges today is due to the success with which they have appropriated and adopted the philosophies, the methods of teaching, and the spirit of the best high schools."

The lines of demarcation between the high school and college are not only becoming less pronounced by virtue of curriculum changes and overlapping in content of subject matter and methods of instruction, but in their aims and purposes they speak the same language, as it were, and are in many instances identical. After a comprehensive survey, Dr. L. V. Koss³ found that out of 27 aims and functions of the secondary school, the college, and the university, 20 of them were held in common by the secondary school and the college, and with slight variation as regards the extent of emphasis upon these aims.

In the light of this avalanches of criticism and constructive suggestions looking toward change and re-organization one is led to wonder what will finally become of the old four-year college. To a great number of observers it seems inevitable that through the process of absorption and amalgamation, and, what-not, the college is doomed, except, perhaps in a few rare instances. Certainly the virility and constancy of tendencies pointing in that direction are perfectly obvious, even to a casual observer. Yet, on the other hand, there are other forces at work which may counteract this movement, somewhat, and provide a compromise which will make the relations between secondary and higher education, in whatever form it may take, more fruitful of benefits to all concerned, and without the sacrifice of essential elements on the part of either.

The new emphasis on educational personnel offers, perhaps, most promise in this direction. Admission regulations and procedures are being widened and applied more intelligently. More is being learned about the applicant other than his bare high school scholastic record. His whole background is being studied: social, economic, and physical; his char-

¹ School and Society, Vol. XXVI, August 20, 1927, p. 220.

² President A. Lawrence Lowell, School and Society, Vol. XXVII, p. 247.

³ L. V. Koss, "The Junior College Movement," p. 253.

THE EDITOR'S PAGE

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Peace on Earth and Good Will to Men

Down through the centuries the song of the angels on the Plains of Juda has resounded bringing joy and inspiring a hope for a day of peace and joy in the hearts of all mankind. In each century an approach to this ideal state has been made. Each succeeding century has brought about conditions that evidence a closer unity, a greater realization of the necessity of a fulfillment of the prophesy expressed by the angels who announced the birth of Christ, in whom was to be found all the elements that would stir the emotions, quicken the actions of men and unify the purpose of mankind. As we approach the Christmas season, it might be profitable to check up on our own attitudes towards mankind with a view of making ourselves more valuable factors in bringing about a complete fulfillment of the sentiments expressed by the heavenly choir. Christianity has had a tremendous influence in creating in man a desire to help his fellows. Missionaries who have gone to the far corners of the world have planted seeds of righteousness that have become deep seated in the lives of men, influencing their acts and creating a desire to bring into fulfillment that lofty sentiment of the fatherhood of God and the brotherhood of man. Humanity has not yet come to a full realization of its aims. There are still bitterness, strife, wars and rumors of wars in the world. Progress and peaceful relations among human beings is slow. The church, the home and the public school are still on the firing line seeking to destroy such influences and to create a better understanding. The

public school is rendering untold service in its efforts to teach the fundamental principals that are necessary in the development of mental capacity, and provide the equipment with which the individual may find his way and function in an orderly manner in the environment in which he is placed. If there is to be peace in the world and joy to all mankind, it must be brought about through an intelligent understanding of one's relations with his fellows. The public school is the bulwark in our civilization. Even though much progress has been made in education, there is still a lack of a full appreciation of its effectiveness on the part of the public. Men are so busy solving their economic and social problems that they too often forget that in the solution of these problems a sound efficient educational system is basic. Statistics show that most of our social problems arise because of a lack of education. Prisons and eleemosynary institutions are crowded with persons who have had little opportunity at school, and whose mental capacities have not been developed so that they could gain a clear appreciation of their relationship to their fellows. Would it not be wise economy to expend larger sums in the education of the youth, rather than to enlarge places of confinement for those who unwittingly and from lack of knowledge become out of adjustment with the social order? The short school term, poor buildings, poorly paid teacher, scarcity of equipment and lack of supervision, are factors that should be remedied everywhere in the country. Rigid attendance laws should be enacted and the public school should become the community center from which radiate those influences that will make for good citizenship.

To all those who are endeavoring to reach this objective, the National Association of Teachers in Colored Schools brings the seasons greetings and expresses a desire to cooperate and unite its forces. May the year 1932 bring a larger fulfillment of the song, "Peace on Earth and Good Will to Man."

Executive Committee Meeting

State Teachers College, Montgomery, Ala.—A special informal session of the president, executive secretary, treasurer, chairman of the Board of Trustees and designated representative of the chairman of the General Council of the National Association of Teachers in Colored Schools was held in Charleston, West Virginia, incident to the meeting of the West Virginia State Teachers Association and gave occasion for the formulation of extensive plans for the work of the Association during the current year.

As a gesture of economy in the face of the present financial crisis, it was recommended by Miss Fannie C. Williams of New Orleans, past president and now chairman of the General Council that the

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RADIO ADDRESS OF PRESIDENT TRENHOLM, WASHINGTON, D. C., AMERICAN EDUCATION WEEK

The National Association of Teachers in Colored Schools, organized twenty-eight years ago to promote the professional interests of organized education as served by a constituency now numbering fifty-two thousand teachers in colored schools, appreciates this opportunity to cooperate with the United States Office of Education in this radio observance of American Education Week and in this particular emphasis upon Negro education as it becomes dependent upon the sound professionalization of the teachers in colored schools.

The effective education of the three million three hundred twenty-six thousand four hundred eighty-two boys and girls constituting the Negro school population of the eighteen states having the dual system of schools, is fundamentally dependent upon the professional equipment and outlook of the teachers who serve them from day to day. Where the most modern and adequate physical and teaching facilities are provided, the teacher herself looms large as the chief factor of influence in the education of the children committed to her guidance. Even more must the teacher perform an unusually ambitious task with the colored children of these eighteen states where the average student per capita investment in school property is only fourteen dollars seventy-five cents and where the average enrollment per teacher is forty-four pupils for an average school term of one hundred forty-four days. Beyond an abiding interest in their job and an unswerving loyalty to the difficult demands of their respective situations, these fifty-two thousand teachers through the National Association of Teachers in Colored Schools and the other associated professional agencies have joined the host of forward-looking education workers of this nation in appreciating the several professional attributes necessary for success in this big business of education.

The item of adequate preparation as one of the factors in the professionalization of teachers in colored schools has received particular emphasis during the past decade. Normal schools, teachers colleges, departments of education in liberal arts colleges—all have experienced transforming changes in objectives, in curricula, in general organization and in size of student personnel. In-service education through summer schools and extension courses has been notably improved in technique and widely used by a rapidly increasing majority of the teachers. Certification of teachers on the basis of professional study has almost entirely replaced certification by examination in many of these states and the numerous opportunities for pre-service and in-service professional training have brought the median of preparation for colored teachers in these states quite up to one year beyond high schools. The very rapid growth of public high schools for Negroes during the past decade has been paralleled by the

development of teacher-training opportunities in the secondary field and by the projection of several interesting and promising centers of higher education for Negroes. Even the procedures of restriction, selection and elimination of applicants for the formal pre-service training of teachers have found their way into the program of preparation.

Less encouraging and more disturbing, however, is the economic security and professional assurance of the teacher in colored schools. An average annual salary of five hundred twenty-four dollars for these eighteen states with one state having an average of only two hundred sixty dollars per year and with other numerous instances of salaries as low as twenty dollars per month for terms of two, three and four months, is certainly not in accord with the emphasis being placed upon adequate professional preparation and with the sound economic attitude taken by the citizens of the United States toward their schools. The employment of teachers in keeping with their particular fields of major preparation, the selection of teachers upon the basis of their relative preparation where other conditions are equal, the emphasis upon permanence of tenure as secured through adequate salary encouragement and through professional supervision of the work, the effort to keep the supply of formally-trained teachers somewhat in balance with the demand, the protection of experienced and successful teachers against unemployment particularly in periods of economic crisis—all these contributing factors to the professional assurance of the teachers in colored schools have yet to receive the needed emphasis in our present situation. Certainly all the teachers of American children must look forward to their positions being placed on a professional basis where they do have sufficient salaries to allow their entire time for teaching with no consequent worry about old age or death, where there is permanence of position, and where there is a genuine respect of the community for them as educators and leaders in the interpretation and development of our national culture.

Particularly commendable has been the tendency of the teachers in colored schools to recognize their opportunity and obligation to share in a program designed to arouse the interest and renew the devotion of the American people to the adequate spiritual and financial support of all phases of our formal educational activities. The National Association of Teachers in Colored Schools, along with the several divisional, state and local professional organizations of teachers in colored schools, has had the active interest of the National Education Association, the United States Office of Education and numerous other professional and philanthropic agencies of this country. In this critical period,

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EFFECT OF FAMILIARITY WITH STANDARDIZED INTELLIGENCE TESTS ON SUBSEQUENT SCORES

By A. S. SCOTT, *Instructor in Education, West Virginia State College, Institute, W. Va.*

After giving several educational and intelligence tests to school children in Negro schools in Florida, the writer has been made to feel that pupils in schools where these tests are often administered have a distinct advantage over the ones who are unfamiliar with the new type tests. The purpose of this study is to investigate the effect of a testing program on intelligence tests results. "This feeling seems to be pretty general but there is little evidence on the point."*

The institution selected for the study is standard Negro high school located in Daytona, Florida. It is controlled and largely supported by private funds of the Methodist church, whose main office is in Cincinnati, Ohio. The plant is well equipped for its work; a majority of the teachers are graduates of standard colleges of the North; and the total enrollment in 1930-1931 comprises approximately 135 pupils in grades 9 to 12, and 47 students in a junior college department. A large number of the pupils come from towns that do not have modern high schools for Negroes. A number of rural pupils attend, also. Seventy-five pupils who had never taken standardized tests, were selected for the study.

Early in November, 1930, the Army Alpha Test, Beta, Form 6, was given to these 75 pupils who were not familiar with testing practices in taking objective tests. After the test results were tabulated and checked the pupils were then divided into two groups by arranging the names alphabetically and selecting every other name for Group I. The remainder were placed in Group II. On account of the limited number of pupils available for the study, no effort was made to equalize the groups according to age, grade, sex and mental age. The random sampling technique was considered sufficient for the question of the two groups.

The following method was used: several days after the Alpha test was given, Group I was given the Otis Self-administering Tests of Mental Ability, Form A. Approximately three days later, the Haggerty Intelligence Examination, Delta 2, was given Group I. Efforts were made to keep the pupils' interest as high as possible under the conditions. They were encouraged to do their best and to beat their previous score. The scores were placed on the board and the pupils were given a chance to examine their test blanks in the seats. Each group was asked not to communicate information to the other group. In most cases the pupils were observed to respond actively and enthusiastically to the testing program.

On the following week the Miller Mental Ability

Test Form A, was given to both groups. After three more days had elapsed Group II was taken through the same process or series of tests that were previously given to Group I. The following week the Miller Mental Ability Test, Form B, was given to both groups again. The table below shows the results of the Miller Test.

Table I indicates that Group I surpasses Group II by 2.80 points.

TABLE I
Showing Averages Secured by Means of the Miller Mental Ability Test

	Group I	Group II	Difference in Scores
Form A	43.08	40.28	2.80
Form B	51.33	54.20	2.87
Increase in Score on Form B	8.25	13.92	.07

Group I was given the two practice tests before taking Form B. If this superiority was due to superior native ability in the group, Group I would be expected to remain approximately 2.80 points ahead of the other group in the next test. If this superiority is due to the effect of familiarity with the procedure of test taking gained from the practice in taking the two standard tests, then Group II would rank approximately the same as Group I on Form B, which was given after Group II had taken the two intelligence tests.

Reference to the tables shows Group I gained on the average for Form 8.25 points; B Group II gained on the average 13.92 points. Theoretically, if the two groups had been of exactly the same degree of brightness and the difference on Form A had been due to familiarity with standard tests, then Group II should have gained the difference between 51.33 points and 40.28 points, or 11.05 points. However, as the table indicates Group II gained exactly 13.92 points which is the total gain for that group. The difference between what the group should have gained and what was actually gained is 2.87 points (13.92 minus 11.05 equals 2.87) which is also the difference between the average scores of both groups on Form B. It is evident then that the groups have a difference in the average intelligence score of about 2.87 points. In comparing this amount with the difference of average scores on Form B (2.80) we must conclude that the practice effect is practically nothing. It is only .07 of a point.

However, the table shows a distinct gain in the average scores, 8.25 and 13.92 respectively for Groups I and II. From this we may safely say that there is a decided effect in taking tests. In our every day school work and in research work we must take this fact into consideration. The tests used in this study are probably as well standardized as any of the modern intelligence tests on the market.

*This study is designed after a study of the "Effect of Familiarity with Standardized Achievement Tests on Subsequent Scores," by Rankin and Rugg, *Peabody Educational Journal*, May, 1930. A group of children in a mountain school in Kentucky gained a total of 8.24 points in Group I and 12.57 points in Group II. He concluded that there was considerable practice effect in taking tests.

THE PRESENT BUSINESS POSSIBILITIES FOR OUR RACE YOUTH

By R. R. WRIGHT, President, Citizens and Southern Bank, Philadelphia

My somewhat extended experience as a teacher and my brief experience as a banker and business man, has convinced me that it is not that our early educational curricula of Latin, Greek, Mathematics, et cetera, were so far wrong as has been asserted, in view of the fact that ours was a group entirely segregated from the methods and lore of the rest of the world and that we had to find out what this civilization is all about. We had to be inducted into the knowledge and learning which were the possession of the group with whom we were to compete and associate.

Early in our education, the classical was closely followed by the scientific, the physical and biological, and this latter by the social sciences. An acquaintance with these various educational stages or movements was entirely logical and necessary. How else could we have discovered others, or oriented ourselves? The liason between us and the white man was through the white man's curricula.

When I stepped out of the Atlanta University, the world had not yet advanced to the methods of applied science which now gives us the telephone, the electric street car or electric light, much less the other modern conveniences of transportation, distribution and exchange. Education has evolved as the necessities of man required.

I have never wholly subscribed to the opinion or assertion that ours is a peculiar group, peculiarly situated and hence, must have a peculiar or different line of training and education, in order to keep step with the progress of the times. If other races or nations have had to travel and linger in various historic, educational and economic stations or periods in their circuitous route to our present stage of civilization, ours must travel the same course; it is rather hazardous to skip some of these stations. Sometimes I think we are trying a detour. We are attempting today to live and move on the same plane as the other group. We have leaped over what the other races have had to endure and yet reach the station which they have reached through their endurance and learning. Is there now any practical difference between our standards of living and that of the other group? We live in homes as fine and as well equipped with modern conveniences as any other group. We ride in as fine cars. Our standard of education is apparently as high as that of any other group. We attend and graduate from some of the best colleges and universities at home and abroad. We figure in art, in science and in authorship favorably.

Lately, I have perused the list and account of the education of the young men and women in the Crisis for this month. Who could do other than admire and rejoice to know that so many of our youth are

making such fine records and receiving so many and high scholastic degrees from so many and great colleges of the land? We have nothing but praise and congratulations for these young people. But even after reading and scanning this list somehow or other we feel that there is something lacking.

Somehow or other faith in our educated youth has waned. The public appears to feel that their education is not accomplishing what it should accomplish. Nevertheless, the mill continues to grind them out. Will the supply in kind outweigh the demand in kind? Today there is not a scarcity of school trained men to fill any scholastic position, professor's chair or presidential office. There are more clergymen than pulpits, more doctors and lawyers than patients and clients. But outside these fields, there is a dearth of well-trained men and women.

I am told even by the professional men that the educated of their own class don't patronize them and that they themselves with the others have little or no interest in purely Negro Churches, Negro businesses or Negro politics. If the white man is not in it, they don't think it's genuine. Hence, I am sorry to hear that some Negroes appear to think that the Negro's present education is a farce, and they are clamoring for a change.

Yet, really, I see no more objection to the Negro youth communing with Demosthenes, Homer, Plato, Virgil or Horace, in the original, than I should object to him communing with Goethe, Emerson, Wordsworth or Walt Whitman. Truly it is not so much what a man studies as it is what one gets out of his studies, and what he does with what he gets out of it; how he is able to change or adjust himself to his environment. As Goethe says we have got to be either the anvil or the hammer; we must keep step with the moving crowd or be shoved aside or trampled underfoot.

The other group is also complaining and charging that the faults of their civilization are due to their college failings. They feel that they could get along better with less beardless Ph.D.'s who get their degree by "specializing on the Latin ablative or the left hind leg of a plant louse!"

Frequently many feel that our so-called educated young people are not educated at all. If they have succeeded in our white universities in being mentioned for some Greek letter society or short-stop in a college or university baseball club, they imagine that they are highly educated and straightway become the head or member of a segregated fraternity or sorority of their own, which proceeds, in turn, to eschew all others of their group who are not prepared to join them. Generally their chief sport is a fancy ball. If they do go outside of their segre-

gated job, they take a moderate interest in some interracial enterprise. They don't believe that their own race is competent to do anything without the advice and consent of the white man.

In my humble opinion these are not educated men and women, they are merely milk-fed babies. I confess I don't know what to do with them. I have some thought that perhaps they serve as chemical re-agents to precipitate better men and women.

A learned professor declares that "the higher education of the Negro has been largely meaningless imitation." The President of Dartmouth avers that he is against advising the Negro student to enroll in Dartmouth because there is not within many miles any Negro population or associates with whom undergraduates could find companionship and such measures of social life as any man ought to have. Such is the disconcerting story which one reads in the Crisis.

Under such circumstances and educational atmosphere, how could we expect forceful Negro leaders to be formed? The Crisis in its education number gives us 4 Ph.D.'s, 78 A.M.'s, and 9 Phi Beta Kappa's and Sigma V.'s as graduates from 27 reputable white institutions. Twenty-five years ago, we would have cried, "Bravo!" and tossed our hats into the air, but today we are asking, what will they do and how will they do it?

Pardon me, but I think that it is not so much a reform of the school or a change of the curricula as is the need of a reform of the student and a change of his point of view if not the locus of his education. Does it not appear that our youth educated in our big universities seem like black white men, imbued with the idea that the rest of his fellows are fools, or ignoramuses or too thoroughly dishonest and incompetent for their consideration or association?

The educated Negro must be converted and know that he must be the servant, not the boss of his people. He must be able to discover opportunities for service among his own people and connect with Negro Churches, Negro businesses, et cetera, wherever he may find an opportunity. I repeat, I have no complaint to make with reference to the Negro student learning the same curricula that the white student studies. By this he will discover how the white man acquired his present height of wealth, poverty, happiness and sorrow.

But there is the rub, when we have studied the white man's program of business and politics we don't seem to function successfully. Is it that we have not acquired the ability to figure authoritatively in business and politics? Is it that we make money but cannot keep it long enough to make it a power in the industry and business of our day? Is it that though we occasionally get political jobs, we can neither hold nor transmit them? Are we to continue to hew wood and draw water subject to the command of the other group? What's wrong? Is it our education or our nature? If not our education or our nature, what is it?

I grant that neither money nor position should be our **ultima thule**.

My ethics has been and is that real happiness is based upon a communion with God, a love of nature and a fellowship with our fellow men. Like Shakespeare, I would find good in everything. It seems to me that that education that brings us closer and closer to God, nature and mankind is the desideratum.

But after all, after all—what shall be our behavior here among men?

We travel, we study. Some years ago, it was my pleasure to visit many parts of Europe to enjoy its art, its cathedrals, its ruins and its alpine beauty. It is now a commonplace thing for members of our group to wander about all parts of the world and admire as others have done. We love to study big subjects and mention our high sounding attainments. Eleven years ago, when I invaded Philadelphia, I took my Bibles in English, Greek, French and German, which I read alternately. For the first six months, I read original passages from Homer, Aeschylus, Thucydides, Virgil and Tacitus, my old favorites, but I soon found that for my purpose, they were mere rubbish. For ten years I have not seen them; I doubt if I should recognize them. I was ashamed to suggest to my wife to include them in the portion of my library which I donated to the Georgia State College.

Now, in days gone by, my education and my heart's desire and pride were not different or more spectacular than that of thousands of other men and women of our group. Hence, I cannot condemn our education past or present. Rather, I would, with the poet cry, "Spare that tree, touch not a single bough; In youth it sheltered me and I'll protect it now."

But, good ladies and gentlemen, I seem to feel that there is something lacking. Else, why is it that in business and politics, we march up the hill so gracefully and then march back so disgracefully? Why is it that our well-trained youth can find but few jobs and are frequently dissatisfied with those which they do have and that we are wholly dependent on charity for these jobs?

And yet I insist that it is not enough to criticise our educated youth or their curricula. Some people claim that we are handicapped by our heredity and environment; by tradition we are servants of servants. Our forebears did not learn the ways of business or politics. They did not associate with those who talked the language of business. Hence, it is not in our blood. Business is not our forte.

If we have any money, the other group handles and manipulates it mostly to their own welfare. If the other group squanders our money, we grin and endure. As to politics, it has been but two brief generations that we have thought or known anything of politics. The white boss directs and controls us in this field, at his will. In fact, for the past half century of our freedom, money, business and politics have been virtually regarded by us as

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THE NEGRO AND EDUCATION

By WM. JOHN COOPER, U. S. Commissioner of Education

Americans of the Negro race number approximately one in every ten of our population. Except for a comparatively small number of recent immigrants this population is native born and manifests that love for birthplace so characteristic of the human race and evidenced by the tone of affection carried in such terms as "the fatherland," "the mother country," and celebrated by the poet in the exclamation,

"Breathes there a man with soul so dead
Who never to himself hath said
This is my own, my native land"!

Three quarters of a century ago, however, the ancestors of the majority of these people were held in a bondage which not only deprived them of civil and political rights but kept from them the opportunities of education. For after the Nat Turner Insurrection of 1831 statutes were enacted making it unlawful to teach Negroes, thereby stopping the work which missionaries and other philanthropists had initiated earlier. Fortunately those days are gone forever, yet they have left some scars not only upon those who were in bondage but also upon those who were in the position of masters. Those stigmata, burned into the very souls of individuals and into the mores of peoples, seem to be visited upon the children. Only generations and education can eliminate them completely.

Unfortunately, many individuals appear unable to take the long view. They seek immediate action. Consequently they appeal to legislation. I fear that we place a wrong emphasis upon legislation. We do secure many things through law and we prevent other things by law. Consequently we have a sort of blind faith in statutes. When the Negro was held in bondage through statute it was evident that only through the removal of such statutes could progress be made. After the close of the Civil War many State Governments endeavored to improve the economic and social status of the Negro through law. Later in some of the same States attempts were made to handicap the progress of the Negro through law. Of necessity all such statutes must be based on prejudices for there were no facts available. If a statute stands in the way of the normal functioning of economic and sociological principles, excellent reasons should be given for it or prompt repeal should occur. To illustrate, I saw figures recently indicating that unemployment was more serious among Negro men than among white men, and was still more serious among Negro women. There did not appear, however, to be any serious deviation of the figures of unemployment from the general percentages of the population and an analysis indicated that the types of unemployment were largest among those engaged in domestic and other personal service. If there were a statute compelling families to

discriminate against one group of people in employing cooks, maids, and chauffeurs, such statute should not be allowed to stand. But when there is no statute, and it is clear that the unfortunate condition of the Negro worker is due to his occupation,—that it is due to the operation of economic law, his only remedy appears to lie in preparing for a job not so quickly affected by hard times.

Little by little also it appears that the Negro is giving up his farm life. Why has he abandoned agriculture which could keep his family from actual starvation in times of depression? I have been privileged to see the preliminary draft of a study made in two counties of a Southern State which lead me to believe that in that State many Negro farmers have been unable to continue on the farm due apparently to excessive interest rates that must be paid on loans for seed and fertilizer. But a further investigation of these rates indicates that they are chiefly due to the fact that in his ignorance, the Negro farmer did not turn to properly constituted agencies of the State and Federal Governments which were in a position to help him. Accordingly, I concluded that a fundamental cause for the failure of the Negro agriculturist is lack of education. It would appear then that our Negro citizens, most of whom were three-quarters of a century ago best prepared for agriculture, are now failing in that field largely through ignorance, are migrating into cities and in large part satisfying themselves with menial services which require relatively little education and special training.

At the same time our complex industrial society is making it more and more difficult for the man who has only brawn to sell to get on in the world. I should like to illustrate this point by one observation from personal experience. Last fall I was in a middle Western State and I had the opportunity to see the laying of a large gas main. One afternoon, a machine operated by a highly skilled mechanic was digging a trench along which joints of pipe were placed. Twenty-four hours later I found this section of the trench had been filled. In the meantime a group of skilled men operating acetylene torches had welded these pieces of pipe together and another machine had filled the trench. I recalled similar situations witnessed during my experience as a city superintendent when extensions of gas and water mains into new real estate tracts were made. Twenty-five years ago the trench would have been opened by a small army of pick and shovel men operating under a skilled foreman. The pipe would have been put together by a group of handicraftsmen, making threads, putting on sleeves, leading the pipe, screwing it together, etc. Finally the trench would have been filled by another small army of shovel men operating under the direction of a skilled

foreman. Within twenty-five years then a trench digger, an arc welding machine, and a trench filler, all operated by skilled mechanics, have displaced large numbers of men of muscle. These experiences made me aware of the fact that we are now facing a period when it is likely to be much more difficult for a man to get on who has nothing to sell but his brawn. All indications seem to point to the fact that the Negro to survive and advance must have an education.

But this is merely a preamble to the problem. How is he to get his education. He cannot secure it by an act of legislation, nor can he secure it by talking about his equality with any other man. He can claim only the right to an equal chance to acquire an education for himself. In most parts of the United States he now has that opportunity. In every part it will doubtless come when he shows a real interest in it. You who are here tonight represent the leadership of your race. Can you arouse its entire membership to ask for equality of educational opportunity? But remember the comment attributed to Elbert Hubbard, "Educator," said he, "is a **conquest**, not a **bequest**. It cannot be given, it must be achieved. The value of an education lies not in its possession but in the struggle to secure it." Surely I need not emphasize this point with the members of this association who have been through the experience of acquiring an education and who know the truth of Mr. Hubbard's statement that its value lies "in the struggle to secure it."

In order to assist you in carrying out such a program, the present National administration has taken two important steps. First, full attention has been given to the situation of Negro children in the 1930 White House Conference called by President Hoover and presided over by the Secretary of the Interior, Dr. Ray Lyman Wilbur. This great conference brought to the attention of our people that twenty-two out of every hundred children need some sort of special care or instruction. This finding applied to all regardless of race, national origin, or economic status. Here were enunciated facts which all teachers and all parents needed to hear and understand.

It was very encouraging to note the part taken in the activities of the White House Conference by our Negro citizens. They attended meetings faithfully, listened intently and participated in discussions intelligently and enthusiastically. I am confident that they have carried from that conference a great lesson which I believe it taught to all who attended, namely, that the educator must look for and put emphasis on assets rather than on liabilities.

Stressing assets enables us to take stock in a businesslike way and build intelligently while one's reactions to the liabilities' account is primarily emotional. Let me offer a concrete example. Formerly I found myself upon visiting a school for the blind or a school for the deaf, emotionally disturbed. I was inclined to dissipate my energies in feelings of sorrow and expressions of regret that these poor children had to go through the world handicapped in

such terrible ways. Later finding myself responsible for the education of boys and girls thus handicapped, I discovered that progress was to be made only by taking stock of assets. Accordingly, my contact with the blind boy led me to evaluate his acuteness of hearing, his manual dexterity, etc. When thinking of the future of the deaf boy I put emphasis upon his keenness of eyesight, his mental capacity, and his physical equipment. A blind boy, it is true, may not become a great painter of landscapes but he may have possibilities of developing into a great musician. To the deaf boy, music is a closed book but yet he may be a great sculptor, a skilled craftsman, or a successful business executive.

In the past the Negro too has been handicapped sometimes and unfortunately there has been too much emphasis upon his handicap and not enough upon his capacities and potentialities. The educator who would discharge his duty by the Negro child also must cease to dissipate his energies in crying over what he cannot help and focus his attention upon the abilities of the children committed to his care, confident that when these latent powers have been developed to the highest possible degree he will receive the Master's commendation, "Well done, thou good and faithful servant."

The second forward step was the establishment in the United States Office of Education of a section devoted to the education of Negroes. Under the direction of Dr. Ambrose Caliver this office is now ready to assist you in formulating studies that will enable you to ascertain the latent capacities of your pupils, not with a view of turning out adult Negro citizens just like White citizens or just like each other, but in the hope that you can find those of great capacities early and give them a proper education. The staff of the Office of Education stands ready to help and advise Doctor Caliver in rendering to you this help that we may capitalize for the glory of America every bit of latent talent in art, music, commerce, industry, the professions or whatnot, regardless of any and all mere externals under which it may be concealed. We need our Lawrence Tibbetts but we need also our Roland Hayes. We enjoy the murals by John Alexander, in the Library of Congress which shows the stages in the development of the book but no less do we appreciate the murals by Aaron Douglas in the Library of Fiske University interpreting the upward march of the Negro race. If America is to be really great we can spare neither Charles W. Eliot nor Booker T. Washington.

But let each American be truly himself. Let us profit by the advice of Chang Yo, the sage, who, we are told,

"sat cross-legged by the side of the road. He was very old and very wise. He was also very heavily afflicted. His eyes were dim, his step faltering, his back bent, and suffering had carved great lines in his aged face. There came to him a man far less sorely afflicted than he. This man set at

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THE PUPILS SHARE IN THEIR OWN EDUCATION

By WILLIAM E. STARK, Dean of the College, Hampton Institute, Hampton, Virginia

I sometimes meet teachers who are careworn and discouraged. They are swamped with piles of papers to correct, lessons to plan, and children who have been kept after school for discipline. If I have a chance to engage such a teacher in conversation, she may say in a tone suggesting grievance and self-pity: "It is simply more than one person can do to manage, let alone teach, forty irresponsible youngsters. Some of them are lazy and some stupid; many are ill-mannered and most of them are careless. I have to keep repeating, and scolding, and punishing and yet they don't seem to learn. If parents can't train their children to be obedient, we ought to have much smaller classes. We are attempting the impossible."

I think the teacher is right. She is attempting the impossible. Imagine forty children, all different, but full of life, some of them too much for two parents to manage at home. Then shut them up in a school room and give one person the responsibility of guiding their complex natures so that they shall develop into fine, useful citizens. One person simply can't do it. She must have help. How can she get it? Not by having two teachers in place of one. As we get more money for the schools, it must go to increase salaries and improve facilities rather than to reduce classes to twelve or fifteen. Even if we could do that, the teacher whom I have described would have trouble. No, the solution, I think, is to let the children help.

"Let the children help!" says one teacher with bitter sarcasm. "Lovely! I'd like to see you get them to help. If they wanted to help, they would pay attention, and get their lessons, and behave themselves. The teacher can't get any help from these children."

Now there is little use in retorting that these children are just like other children, except for habits and attitudes which the teacher herself has fostered. Argument won't help a tired teacher to recognize her own shortcomings. But you and I know that, if we could pick out certain teachers of our acquaintance and turn this class over to any one of them, a change would appear in a very few days.

The fact that skillful teachers do succeed in getting a considerable degree of self-direction and independent effort in large classes, with sufficient self-control to prevent undue disorder, suggests that there is nothing inherent in the constitution of school boys and girls to prevent their taking a more active part in their own education than many teachers realize.

We are all familiar with the saying, "If you want a thing done well, do it yourself." A better statement of the idea would be, "If you want a thing done in exactly the way that you would do it, and if you distrust the ability or willingness of anybody else to do the job effectively unless you stand over

them, you would better do it yourself." You have doubtless been associated with administrative officers who have strong convictions or prejudices about the best procedures in the enterprises for which they are responsible. Such men find it very difficult to give definite responsibilities to their subordinates. They feel it necessary to have all decisions in their own hands. This attitude has two unfortunate effects. First, it absorbs the time of the leader in a multitude of details, prevents his giving his best to the important matters which he alone can do, and often leads to overwork and premature breakdown. The second and even more serious effect is the weakening of the subordinates. If a man is unable to use his own judgment in the details of his work, if he cannot make prompt decisions or plan improvements in his field without fearing rebuke or reversals of his action, he tends to become timid and gradually to lose the power to think for himself. Confidence of others in one's own ability and assignment of responsibilities which call for one's best effort contribute to growth in power and self-confidence. Distrust by others of one's competence and withholding of responsibility fosters self-distrust and inertia.

This illustration from a situation involving adults applies, I think, to the relation between teacher and pupils. The teacher is under obligation to enable his pupils to grow as rapidly as possible in power of self-directions and enthusiastic, purposeful attack upon worthwhile problems which contribute to education. Without such power, school work becomes a dreary round of tasks which do not necessarily make the pupil an efficient worker. When the teacher does all the thinking, all the managing, and most of the talking, he becomes absorbed in routine and unfits himself for dealing with the more important problems of education. At the same time, he interferes with the proper development of his pupils.

The teacher's job, regarded as the instruction, and control, and follow-up of forty more or less unwilling and uninterested children is indeed impossible. Unless pupils can take an active, purposeful, enthusiastic part in their own education, their learning is limited and ineffective and they acquire habits which are detrimental to their growth. For both reasons it is essential that we learn to make school work a cooperative enterprise with active, thinking, planning pupils and with the teacher as leader, adviser, encourager. There is no use in being pessimistic and saying, "Fine, if it could be done!" It simply must be done if public education is to justify the hopes which led to its establishment.

Have Faith in the Pupils

Our discussion of education, and especially the so-called inspirational addresses to which we listen

at conventions like this, are frequently devoted to vigorous denunciation of things as they are and declarations in general terms of what ought to be. We give mental approval and perhaps applause to the speaker's denunciation of the inconsistencies and absurdities of school practice but, when we attempt to apply his proposals for improvement to the actual situations which the day's work presents, we find that he has been much more definite on the negative than on the positive side. We should like to ask him, "Just what would you do if you had my problem to meet?" It is very much easier to see faults than to make constructive plans, and I cannot promise to show how to train pupils to educate themselves with as much assurance as I have expressed in declaring that we must set ourselves to do it. Nevertheless, I shall try to accept the challenge, "What would you do about it?" by applying the proposal to as many concrete situations as our time permits.

I have suggested that children have greater capacity for helping themselves than many teachers realize. If children are to have an active part in their own education, teachers must have faith in their ability to do so. I have known kindergarten teachers who, through a whole year, actually put on the coats and rubbers of the children at dismissal time apparently thinking that the youngsters were not capable of doing it themselves. Is there any doubt that these teachers were hampering the development of useful habits and retarding the acquirement of self-confidence.

Children's Part in the Health of the School

At present we are giving a great deal of attention to health education. We teachers take courses in school hygiene. We have learned the accepted standards in regard to room temperature, ventilation, the control of light, and the effect of improper seating or posture. In practice, as every supervisor knows, most class-rooms are not kept in the best hygienic condition that the facilities permit. Rooms become overheated, shades are allowed to remain drawn down over the windows long after the sun has passed beyond a position which would produce glare in the room, children work in seats which do not fit them and some of them work in their own shadows or face the light from a window. The teacher knows better but she did not notice. Is it any wonder? She is terribly busy with the multitude of details of classwork. She can hardly keep her mind on the thermometer and the shades all of the time.

What are the children doing about it? Nothing at all. Possibly such matters do not appear in the course of study for their grade. Even if they have studied and recited about temperature, and light and posture, it does not occur to them to connect the lesson with their own classroom. The teacher attends to such matters. Possibly someone has been rebuked for venturing to adjust a shade without permission. The application of pupil actively in this situation seems clear. If lessons in hygiene are to be anything more than lessons resulting in

marks and promotions, if they are to influence conduct, children must form habits of applying them. Pupils who have been well taught about the effect of light should be conscious of lighting conditions, should avoid facing the light, or reading with a glare on the page. They should have the impulse and the freedom to deal with the situation. Is it too much to expect that a teacher who believes in children could deal with the practical problems of school hygiene in such a way that the pupils would relieve her almost altogether of the responsibility for seeing that the room is maintained in good hygienic condition? Is there any doubt that when children are regularly taking such responsibility, they are educating themselves much more effectively than formal lessons alone can educate them?

Self Direction

There has been a great change in the control of conduct since the old days of the birch and dunce-cap; nevertheless there are many schools today in which pupils have little part in the control of their own conduct. It is still a common practice for teachers to do police duty when children are assembling or leaving school and during intermissions. The teacher suspects that, if she were not present, there would be misconduct. There is, in fact, misconduct even in her presence although she is often baffled in her attempts to discover the offenders. If we stop to think, we realize that an essential part of education is to develop self-control and social ideals rather than mere obedience to authority. Out of school, the pupil must be without supervision much of the time. Unless he has learned to regard the rights of others, he is likely to be a nuisance and possibly, later on, a law-breaker. It would seem a reasonable function of the school to educate children in matters involving relationships with other people. This can hardly be done by controlling their conduct at every step. They must be given experience in working and playing with others under the control of their own ideas and principles. In short, the teacher who is really aiming to develop good citizens will seek to shift the responsibility for conduct to pupils as rapidly as they are able to carry it successfully. It is certainly more important that when a pupil leaves school, he shall have sound ideas about his responsibilities and habits of conduct which make him a trustworthy and useful member of society than that he shall know the conventional facts listed in the courses of study.

A common cause of failure on the part of teachers who attempt to have pupils manage themselves is that the transition is too abrupt. The teacher seems to have the idea that all that is involved is goodwill on the part of the pupils. When she gives an opportunity for self-management, and, after a brief period of apparent success, disorder begins, she concludes that the children are unwilling or unable to take responsibility. Thereupon, she abandons the plan. The fact is that she has given the children too difficult a task. Conduct is largely a matter of habit. When children have been subjected to strict control, their habits are adjusted to that form

of government. With the best will in the world, they cannot suddenly assume control of their own conduct and take care of themselves indefinitely. To have any chances of success, the responsibility must be shifted gradually, beginning with brief periods and limited scope and gradually increasing the time and the range. At the first sign of failure, the teacher who is determined to succeed, will not rebuke the children or make sarcastic remarks about their lack of trustworthiness. She will rather help them to see how to overcome the difficulty and encourage them to try again. That is, she will teach them to become self-directing instead of letting them try too difficult a task and then branding them as failures.

Leadership

In ordinary classes or groups of children, there are usually a few who have exceptional qualities of leadership. Such children are sometimes a trial to the teacher because they lead others into mischief. Under a teacher who does not understand them and who resents their initiative they may become trouble-makers and gain a bad reputation in the school. The wise teacher, however, will recognize valuable possibilities in the boy or girl to whom other children readily respond. She will give opportunities for the leadership which he craves. In so doing, she will economize her own time and will contribute to the development of the children.

I have known several boys who have been "bad boys" in school and have even had court records, who, when given a difficult job suited to their talents, became important factors in the efficient conduct of the school. One lad, who had been in reform school became chief of the school traffic police and handled his men with a poise and executive ability which won the admiration of everybody.

There is too little opportunity in the ordinary school for the natural organization which is so effective in ordinary life. The teacher is a kind of dictator, even if a benevolent one. It is wholesome and educative to encourage natural groupings among the children in school activities which permit the use of leadership and cooperation which the youngsters can supply if given a chance.

My illustrations up to this point have had to do with conduct: self-control, self-direction, leadership, cooperation. Conduct, in a broad sense, is a most important part of education. It should not be regarded as a side-issue, something which distracts the teacher and pupils from the real work of the school. It is rather to be thought of as an integral part of the educational process, to be studied and organized so as to result in growth. "But a teacher can't give all her time to conduct," you say, "There are lessons to be learned—courses of study to be mastered. Granted that, under a skillful teacher, children can learn to be self-directing and cooperative in such ways as you have mentioned, what about their studies? Can they educate themselves in arithmetic and spelling?"

Individual Progress

Certainly they can. They are doing it in a good many schools. Indeed, the school work which is done without the energetic, purposelful activity of the pupils is not highly effective. Let us picture to ourselves an ordinary class in spelling. All the children are given the same words to study although some of them know most of the words without studying them, while others have not yet thoroughly mastered the words of previous lessons. Later, they may recite the words in turn. Each one has time to recite only a few of the words. The rest of the time he is supposed to be listening to the others. Perhaps he is, perhaps not. It is doubtful whether he gains much by hearing words spelled slowly which he knows perfectly.

In a reading lesson, the loss of time is still worse, especially in a large class. It is exceedingly boring to listen to others reading slowly and incorrectly and certainly gives no practice in the important process of rapid reading.

My chief point is that in such lessons, pupils are inactive except for very short periods. Most of their time is given to listening or dawdling while the teacher does the work. You are all familiar with the studies of teaching which show that the average teacher talks three times as much as all the children together. Now suppose that it were possible to organize the work, so that every child worked hard on his own job most of the time, instead of listening or waiting for the teacher to tell him what to do. Surely much more would be accomplished. But can children actually work on their own jobs? How will they know when they are making mistakes? Will it not merely multiply the work of the teacher?

There are two methods of organization with which I am familiar involving student initiative. Probably you know them as well as I do. To illustrate the first, let us go back to spelling. The children know the assignment, not merely for the day but for the whole term. They know that if they succeed in mastering the whole assignment before the end of the term, they can go on with more difficult words. The aim is to learn as many words as one can thoroughly master and to learn the commonest words first.

The whole assignment is divided into test-lists of convenient length. At the beginning the teacher dictates one of these lists before it has been studied. Pupils write the words that they think they can spell but are advised to leave out words rather than to guess at them, because, to be a good speller, one must be sure.

Most of the pupils will have some of the words right and will not be expected to waste time on them. A few will have only three or four words wrong. What a useless expenditure of their time it would be to keep them at work on this list for a week or two! After the teacher has taken a record of each pupil's performance, the pupil copies on a study sheet the words which he has misspelled or omitted.

That is his next assignment. During the spelling period of the following week, he studies these words until he feels sure that he has mastered them and is ready for a test.

It would hardly be possible for the teacher to test each pupil on his own set of words without an unreasonable expenditure of time. To meet this difficulty, each pupil has a spelling partner, who dictates a portion of the words from his fellow's list for daily practice and the whole test-list on the weekly test-day. The tests are handed to the teacher for examination. If a pupil has mastered his list, he writes a new list from the teacher's dictation on "dictation day." Otherwise he continues to study until he knows the words thoroughly. A plan of re-testing at intervals overcomes the danger of depending upon a single test as an indication of permanent mastery.

The same idea has been tried with a good measure of success in arithmetic and other subjects involving the mastery of facts and processes. You will note that the pupil spends nearly all his time in work on his own job, that he does not keep studying and reciting and listening to the teacher's explanations on matters which he already knows, that he accomplishes as much as his time and ability and energy permit, that what he studies he really masters, and that if he cannot accomplish as much as somebody else, at least he gets the more fundamental elements thoroughly. If the scheme can be made to work, is it not a vast improvement over the scheme of promotion for 70% of correctness on daily exercises and examinations. Surely a thorough mastery of the commonest words or of addition of short columns of two figure numbers is worth something, while it may be doubted whether 70% spelling or addition is worth anything.

Group Work

To illustrate the second scheme of organization, I will take a history period. The class has had some study together of a topic as treated in the text-book and amplified by the teacher. If interest has been aroused, pupils will wish to talk about the subject, to find out more about the people, or the incidents referred to or to apply what they have learned to problems of the present. A number of difficulties stand in the way of such activities. The books available for reference may be limited to a single copy of each book. There is not time for every pupil to read all the reference books even if he could get access to them. Furthermore, some of the pupils are especially interested in one phase of the subject, others in a different one. If the attempt is made to touch on all the interesting aspects of the topic in a general class exercise, there is not enough time for free discussion. A few pupils monopolize the time available and the subject is dropped before many of the children have had a chance to ask their questions or make their contributions.

Assuming that children can do worthwhile work by themselves, an obvious solution would be to allow them to form small groups in accordance with their interests. Each group can have the use of the books

bearing on some special phase of the topic. Every member of a group can have his part in the study and at group discussions every pupil can express himself freely. In place of a single pupil reciting in his turn on a lesson assigned by the teacher, while the other children are mere listeners, we have several groups engaged in study or in vigorous discussion on matters in which they are genuinely interested.

Motives

I have declared my belief that to make the teacher's job a reasonable one and to promote the development of the pupils they must have an active share in their own education. I have tried to suggest, by a few illustrations, how common school practice may be modified in the interest of more self-direction and more active participation on the part of the children. Finally, let me stress the obligation of the school to cultivate in its pupils motives which will inspire them to do their best as participants in an important enterprise rather than as irresponsible performers of an endless round of trivial tasks.

In our philosophic moods, we maintain that the chief purpose of the schools is to develop useful citizens. In our work-a-day practice, we make it clear that the purpose is to cover the course of study, and maintain the approved standards in conventional subject matter. Under the influence of such an attitude on the part of the teacher, the pupils' motives become: to satisfy the teacher, to get passing marks, to win promotion, to get a diploma. Pupils who are slower than the average often acquire a habit of failure and with it a desire to get out of school as soon as possible. The ideals of citizenship are not prominent in the minds of either teacher or pupils.

Now the public schools are actually maintained on the theory that the public welfare requires educated citizens. It is not essential that everybody be proficient in parsing sentences or solving algebraic equations but it is important that everybody, whatever his capacity, become as intelligent as he can, learn to understand his fellows, fit himself to be a useful member of society, and get the best possible appreciation of his obligations to the community.

I like to state the function of the school like this: "To help every child who comes under its influence to make the most of himself so that he may become as happy and as useful a citizen as he is capable of becoming." There are two points in this formula which I wish to emphasize. First, the word *help*. I do not regard the school's work as making children conform to a standard but as helping them to accomplish a purpose. That implies that the child as well as the teacher shall be guided by that purpose. Is it possible, do you think, for children to acquire the ideal of making the most of their lives for the common good? You know the story of the two men who were discussing the sad state of human affairs: poverty, selfishness, crime, and corruption in high places. "When I see these

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HISTORICAL SKETCH OF SCHOOL AND EARLY PIONEERS OF ENID, OKLAHOMA

By W. L. LANDSDOWN, Principal, Booker T. Washington High School, Enid Oklahoma

Peoples are justly proud of the history and progress of their race. The National Geographical Society, Philanthropic societies, and many expeditions sent out by the universities are seeking in the remote corners of the earth, for the histories of people, long departed; of animals now extinct, and geographical ages of the past.

Many epochs of the earth's history will never be recorded, nor its secrets fathomed, as all traces of their presence has long been erased. This is also true of the history of man. Exploits and meritorious acts may be handed down for a few generations as legends, but they will be forgotten, or the true facts of the case may be so changed, as to be entirely different from the original event.

The Negro is awakening to the fact, that he has done many things worthy of recording. Things which everyone should know, because of their beauty and loftiness of purpose. These happenings should be recorded in verse and in song, on steel and on marble. It is the lesson of the Sagas that compel our admiration for the Northmen; the bravery and daring of the Normans, that causes us to accept their traits as a standard of bravery. The sincerity, in the religious belief of the Pilgrims, that caused them to face the hardships on the cold New England shore, and the stern unyielding qualities of the Indian have fixed everlasting pictures of religious freedom, and the right to defend the lands of our fathers. All of these people have been remembered because of the spreading of wholesome propaganda, by the press, the platform and the mothers' knee.

Of the peoples of the world, none have been more closely identified, more completely entwined in the wart and woof of a nation than has the Negro in America. Being called on in every crises of the country and not found wanting, taking his place in industry, doing his part in the completion of great engineering projects, being a martyr in many cases that civilization might progress. He was with Columbus in the voyages to the new world, Little Stephen was with Coronado in their invasion of the South West, searching for the cities of Cibola, reputed to be immensely rich in silver and gold, that they might be despoiled for the enhancement of the Spanish treasury. The Negro was the first to shed his blood in the Boston Massacre, fighting in the Revolutionary War that his master might have the yoke of oppression removed, though his race was in bondage. He has been prominently identified in all other wars. He sorrowed and shared the hardships of the Indian on the march through the "Vale of tears." He sorrowed with the North during the Civil War, and also with the South. In many cases, he obstructed the efforts of the North to free him that he might be faithful to his master. He was a pioneer in that period of the American history known

as "Westward Expansion and followed in its wake. He homesteaded in all the great landopenings of the west. The part he played in the opening of the Oklahoma lands, is a compliment to the integrity of any people. The opening of the Cherokee Strip, in which Enid is located, is of especial importance in this narrative, early settlers in and about Enid have had much to do with the development of our school.

The opening of the Cherokee strip, in 1893, brought to Enid and Garfield county a group of colored people, (many of whom are now dead), seeking their fortunes in the vicinity of Enid. These people did much to make it possible for other colored people to settle here.

The following is a group of Enid and Garfield county people who are still living and were in the run:

Mrs. Mollie Eskridge, Mr. Andred Yarbrough, Mr. James West, Sr., Mr. Maston Harris, Mr. Allen, and Mr. Kennedy.

The following is a list of colored people in the run to Garfield county and the location of the claims they staked:

Mrs. Mollie Eskridge staked a farm four and one-half miles northwest of Enid, as well as several lots in Enid. She still retains her property; Mr. Andrew Yarbrough homesteaded the lots where he now lives; Mrs. Mary Hartwell staked lots on East Market; Lawyer D. L. F. Banks staked lots on the corner of Park and E. 7th Streets; Mrs. Mary Grayson staked lots where she now lives. She also staked a farm northwest of town; Mr. Robert Hill staked a farm 15 miles northwest of Enid; Mr. Robert Ewing staked a farm near Wakomis. He owned lots at Fifth and Oklahoma streets. He ran a restaurant and vinyard; Mr. Allen staked a farm near Drummond; The Garber oil field is located on a farm staked by Mr. Carrington; Mr. Wade staked the northeast corner of Independence and Randolph, where Evans' Cut-Right Drug Store is now; Mr. Maston Harris staked a farm near Enid; Mrs. Wall and Mr. Joe Sharp staked lots on Main street, East of Gensmans Hardware Store and ran a restaurant for many years; Mr. Green Hellem owned a number of lots on Independence street, west of Convention Hall; The St. Stephens and Grayson churches were organized in the country, in 1896, and were later moved to Enid; The First Baptist Church was organized and located for many years at Fifth and Broadway.

The North Enid Settlement of Negroes making the run is listed as follows:

Mr. Henry Morgan, Mr. Jackson, Mr. Johnson, Mrs. Watson, and Mrs. Buchanan.

A Missionary Baptist Church was organized for the North Enid people by Rev. H. D. White. It was

represented in the territorial convention. The church was given the name of St. Paul.

These facts are related, since they have a bearing on the present development of the present Booker T. Washington School. The presence of these people have need for its establishment. The choice in making this town their home, attracted other colored people, causing the school to grow to its present enrollment.

When the Cherokee strip opened there were few schools of any kind. There were no laws separating the races, and in fact the separate school was not wanted as funds were scarce. Lawyer D. L. F. Banks brought to bear an influence in Enid, which resulted in the opening of the separate school in 1894.

Brief History of the Booker T. Washington School, 1894-1931

Robert Casey, Teacher

1894-1896. The separate school of Enid was opened for colored pupils in the fall of 1894, with a daily attendance of five pupils. The first teacher was Mr. Robert Casey, who taught for two terms. This first school was located for a short time in a tent, which was used by the First Baptist Church at Fifth and Broadway.

James Yarbrough, Teacher

1896-1897. A small frame structure was erected on the site of the present Roosevelt School on East Oklahoma street. Mr. James Yarbrough was employed to teach the school for one and one-half terms. The daily attendance was about twelve pupils.

Robert Tucker, Teacher

1898-1899. Mr. Robert Tucker succeeded Mr. James Yarbrough, and remained with the school until he resigned in 1899. The daily attendance was about twenty. Mr. Robert Tucker was highly respected by everyone.

Lena Fough, Teacher

1899-1901. Miss Lena Fough, now Mrs. Lena Sawner, Principal of Douglas High School, Chandler, Oklahoma, became the teacher in 1899. Her classes were held in the Grayson Baptist Church building. The small frame building mentioned above was later purchased by Mr. James Yarbrough, and is now located on the southeast corner of Seventh and Oklahoma streets. Few alterations have been made to it during the intervening years. Miss Fough taught for two terms and her daily attendance of pupils was about twenty-five.

D. J. Wallace, Teacher

1901-1904. Mr. D. J. Wallace had charge of the school for three years. He was successful in obtaining a brick building of four rooms. The approximate value of the building was \$5,000.00. This building was erected on lots formerly owned by Mr. Maston Harris of Enid, located near the Government Spring Park.

E. D. Guy, Principal

1904-1906. Mr. E. D. Guy succeeded Mr. D. J. Wallace. The enrollment had increased to sixty-five pupils. He was assisted by Miss Riley and Miss Harding.

Henry Backstrom, Principal

1906-1920. Mr. Henry Backstrom had charge of the school for fourteen years. During this period the high school department was begun, and domestic science was offered to the girls for the first time.

Lewis J. Umstead, Principal

1920-1925. Mr. Lewis J. Umstead, succeeded Mr. Henry Backstrom and had charge of the school for five years. During this period a number of improvements were made in the facilities of the school, and a number of teachers were added.

The boys industrial department was started during Mr. Umstead's tenure of office, and a frame building was built to house this part of the work. The building was erected by Mr. Paxton. This building was later sold and moved for the use of the Knights of Pythias Lodge. A new building was needed, and because of the effort put forth by Mr. Umstead, the Board of Education and citizens, the Board of County Commissioners was successfully prevailed on to grant \$34,000.00 for the erection of a building. This building was modern in every way and of brick construction. The Library and band had their beginning during this period.

William Leroy Lansdown, Principal

1925-1931. Many improvements have taken place during the past six years, in building facilities, equipment, teaching force, daily schedule, curriculum, library, extra-curricular activities, enlarged enrollment and records. These have resulted in better work and more thoroughly prepared boys and girls.

The Board of Education had been planning for several years, the construction of a frame building similar to the one built by Mr. Paxton for a boys industrial building. This plan was greatly altered in a plan submitted in 1926. The frame building would have cost not in excess of \$2,000.00. The plan would not satisfy the needs of a fast growing school. The plan submitted in 1926 called for a type of building to take care of the needs of this district for many years to come. The new plan was accepted in full, an annex was added to the school building at that time. This annex cost \$40,000.00. It is of the very latest type of construction and was completed in 1927. This annex is constructed of brick and reinforced concrete with dimensions of 62x92 feet; the lower floor of which contains the auto-mechanics department and the woodworking department. The upper floor contains the combination auditorium-gymnasium, with a large stage, anti-rooms, shower bath rooms tiled throughout and a dressing room. A large balcony is in one end of the room. The stage is equipped with \$700.00 worth of scenery, and the

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CRITICS AND OUR SCHOOLS

By GEORGE W. BLOUNT, *Field Secretary, Cheyney State Teachers College, Cheyney, Penn.*

In these days when schools, colleges, and universities are being severely criticized negatively from all sides, at home as well as abroad, a few words on the affirmative side is in order. These are a few of the knocks and boosts for education which help make life interesting.

Any reasonably well-informed person will admit that there is much that might be justly criticized in all growing institutions of learning, but in the opinion of many authorities the critics seem to have gone a bit too far and in some instances they appear to have given the impression that some American schools, colleges, and universities are a positive menace. And in other instances a few of the teachers have been variously described as being too radical or not radical enough, too materialistic or too impractically idealistic, too "Academic" or too utilitarian. One critic declared that, "The colleges are being run for the glorification of the American faculty and not for the betterment of the American student."

Teachers are, for the most part, able, conscientious, experts in the subject that they teach and eager to impart to their students the knowledge that they possess. We admit teachers who merely talk are miles and miles removed from those better ones who actually teach—who step out in front and really get somewhere with boys and girls. Nobody has a better opportunity to influence for good or ill more people than have the school teachers. They get the entire population with which to work. It does appear, now and then, that a few teachers seem to regard teaching as a game, and all that the game requires is a fine building and a large salary for teacher.

Teachers who cannot keep pupils interested in their work are evidently mentally asleep and are not aware of the existing conditions. Such teachers need to be rudely awakened from a deep and dreamless sleep. It is said that there are some teachers who know less about the child than they know about the principles or technique of pedagogy. Some expert advanced the thought that:

"THOSE WHO CAN, DO;
THOSE WHO CAN'T, TEACH."

"Merely talking teachers" as a group carry their own implications. It is largely the old story of the "I CAN'S" and "I CANT'S." The former group utilizes its time in getting something definite accomplished. The latter group wastes its time in complaining about the lack of opportunities, the dumbness of the children, Lady Luck, or the failure to get "a better break in life."

On the other hand, many students are not so eager to learn as one might imagine from reading what some of the self-elected educational critics or reformers have said. It is still true that enthusiasm

is contagious; and a student is much more likely to be fired with a desire for learning and culture if he attends the classes of a specialist who is enthusiastic about his subject than if he merely takes a "general survey," or an "orientation" course, or a course in "appreciation" or "observation."

"We have in our colleges a growing mass of stupidity and indifference," said Dr. W. E. B. DuBois. He continued, "It seems to me that we are getting into our Negro colleges considerably more than our share of plain fools." There is considerable food for serious thought in what Dr. DuBois said. We are getting some of this type, more or less, in all schools. This type forms a substantial number in every COMMUNITY, and there seems to be nothing that can be done about it but try to educate them. It is becoming increasingly evident that schools are facing the problem and trying to do for young people the kind of things that should have been done for them in their respective homes. Viewed from that angle education is a whole process, not a partial one, and the school must look after the whole child.

Dr. William DeWitte Hyde, President of Bowdoin College said: "This is the offer of the college for the best four years of one's life—To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket and feel its resources behind one in whatever task one undertakes; to lose one's self in enthusiasms and to co-operate with others for common ends; to learn manners, and form character."

School teaching is our biggest business or profession, and no Negro who desires to serve his people through the teaching business or profession can afford to be without the kind of training being offered in first class colleges.

"It will be in the school," said Dr. Leslie Pinckney Hill, "that the greatest opportunity for service and development is offered to our ambitious youth for many years to come."

By the time we shall have solved all of today's school problems we shall have a new set and they will be just as difficult to solve.

A studious examination of the following paragraphs by eminent authorities in their respective fields may prove illuminating in regard to community life:

"I believe that the school is primarily a social institution. Education being a social process, the school is simply the form of **community life** in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his

powers for social ends. I believe that education, therefore, is a process of living and not a preparation for future living.'—John Dewey, *My Pedagogic Creed*, p. 7.

"It (education) must mean a gradual adjustment to the spiritual possessions of the race, with a view to realizing one's own potentialities and to assisting in carrying forward that complex of ideas, acts, and institutions which we call civilization."—Dr. Nicholas Murray Butler.

"Education, then, is that process which seeks to adjust the individual to his physical, mental, and moral environment."—Paul Klapper.

"Within the family of higher civilization should be in germ those potentialities that under favorable environment should blossom and ripen into work and play, love and patriotism, aspiration and reverence, so that each member of it may take his place in the economic, civic, and cultural life of his time. * * * The individual within the family, like the family itself, should center within his own soul the possibilities of the whole life. The family with its members should be in very truth an economic band, a body politic, a nursery for religious aspiration, a school for the broader life of the world, and a home of co-operative activity. In being so, it shows itself to be the real social unit, the germ of society, the fundamental social institution on the welfare of which depends the hope of social progress."—J. Q. Dealey, *The Family in its Sociological Aspects*, p. 9.

"The school cannot be wholly responsible for the education of our children. The individual home and the community are jointly responsible with the school for the education of every child. Nevertheless, the school must carry the largest share of this responsibility, because it is the institution which society charges with the sole function of education, while the home and other institutions of society have many other functions. It is, therefore, the business of the school to cast the more or less vague desires of the community respecting education into definite aims, and to find, to organize, and to administer the means, through which these aims are to be achieved. But, in order that the school may really fulfill the function for which it is established, it must have the cooperation of the individual home and of the community."—Paul H. Hanus, *A Modern School*, pp. 149, 150.

"The school should be actively interested in all that has to do with the welfare of children. By no possible twist of logic can the proper interest of the educator be confined to the narrow problems of the schoolroom. The general well-being of the children of the community is as much the concern of the school as is their progress in the narrow school tasks. The one inevitably reacts on the other."—Irving King, *Education for Social Efficiency*, p. 99.

"We are challenged today to perpetuate the dream of our forefathers that all men shall NOT only be born free and equal, but in addition shall have equal economic opportunity to prepare themselves for the highest and most useful life. The purpose of all

training should be to develop native ability, large vision and strengthened faith in God and man. Hence, the development of spiritual capacities and ideals is the climax of preparation for living. Too many people think of life from the level of more satisfaction gained through physical appetite and possessions. The person who begins life without some spiritual philosophy of living may be not only a failure but a menace to society."—Dr. Ernest L. Stockton, President, Cumberland University, Lebanon, Tenn.

PLATFORM FOR TEACHERS IN COLORED SCHOOLS

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for cooperative action and for a good-will not characterized by fear and suspicion but security, is a worthy national ideal.

12.

Organizational mergers for educational efficiency make for important considerations.

13.

Only a few educational institutions in America are adequately prepared and equipped for high quality graduate work even though many are attempting it. The bid to do graduate work by institutions whose majority of students are Negroes smacks for the present with more harm than good. This does not mean that a beginning of graduate work should not be made in some so-called Negro colleges. All intimations to make the Negro school or schools sufficient for the ambitions of Negroes in the graduate field should be fought. Our thought is to keep the stream of educational flow in America open and free.

Increasing alarm comes from the impression that some of our American universities are practicing a white and black standard in education. The Master's degree or Doctorate should carry the same high degree of efficiency and truth whether conferred upon a Negro or white candidate.

14.

We include in our thinking a spirit of cooperation for all organizations working for the spiritual, social, civic and intellectual progress of our race and nation.

Conclusion

We begin work in this, the Capitol City of the Nation, with these thoughts already in mind. They are important to the life of Negroes and to the well-being of our country and thus cannot be omitted from consideration in any training program of education. We accept the felicitations extended tonight and all other manifestations of hospitality offered and to be offered by this city and its people as added stimuli in the cause of education. For the National Association of Teachers in Colored Schools I thank you and now pledge all of us to the task of the high purpose which brings us here.

THE COMMUNITY'S RESPONSIBILITY FOR HEALTH EDUCATION IN NEGRO SCHOOLS

By E. H. ALLEN, *University Physician*

Health Education may be described as the inculcation of habits of living which lead to the best physical functioning and condition of the body, the training of the individual to recognize pathological situations in the mechanism of the body, together with their general significance, the creation of understanding of the value of full medical advice and the development of proper individual social attitudes. The comprehensive nature of this subject is, therefore, undeniable and is certainly of great value as a basis for all other development. The health of the body must be placed first as no educational procedure can prove fruitful without sound foundation.

Many countries of the Western World have long seen the place of health education as lying in the first formal educational approach to the child and tradition has been established to make a part of the creed of the youth the inclusion of a health consciousness with regulated activity and definite health knowledge. The conception of the preservation of health instead of the restoration of health is stressed as a national attitude in many cases and herein does health education figure largely. There is every reason to develop this logical point of view as prevention is the basis in so many other procedures. Statistics show the value of this slant though the result of a thorough educational attack on this problem will no doubt exceed any statistical estimate.

With a program as here suggested, making great inroads on the physical, mental and social morbidity of any group, there is a larger need for its utilization among the Negro group. Figures indicate that 45% of deaths among Negroes are from preventable diseases. Receiving the weekly reports of the District of Columbia Health Department, I notice always a 50% to 100% greater death rate among Negro inhabitants together with correspondingly large social morbidity. This is a definite problem and one that will require the greatest concentration of attack. The general and specific ignorance of the group is certainly a factor which must be considered as basic for these conditions. We see, then, the need of an intelligent educational set-up among this group as among other groups though intensification should be instituted in the face of a greater problem.

Trained workers must form the crux of the solution of the conditions pointed out. Familiarity with the bodily functions must serve as fundamental with anatomy, physiology, personal hygiene, insight into bacteriological studies, physical diagnosis, corrective, as well as developmental gymnastics and health procedures of every nature as a part of this train-

ing. Expert medical care in collaboration with the above program will call for the medically educated worker. Capable and efficient staffs alone will eradicate the condition mentioned.

Any aspects of the responsibility of the community in this matter will include every member of the community. The effect of ill health touches every corner of a group. The intelligence of the group is then taxed with the control of this problem. All organizations in the community should interest themselves herewith. Club life, the secret order and the church must be concerned with the welfare of the community in a really cooperative way and stimulate interest in this vital educational work. The leaders of the community must then also collaborate with school officials, exchanging ideas, presenting such problems, showing factual evidence of the need of health education in the schools of the Negro group in particular. Every individual's health is at stake and every community member should contact in proper way the school leaders on this subject.

The physician should have a prime interest in this matter as his experience teaches him specifically the significance of this work. The organizations among physicians, dentists and pharmacists should press the cause of public education along this line toward better community health and the preservation of the family in the most necessary way.

The teacher has a five-fold responsibility for health education of the student. He is called upon to study the needs of the child and to meet these needs. The teacher must propose the institution of health education in the general curriculum. In any institution each member is duty-bound to know its needs and to insist upon getting them cared for in full. This is most essential in my estimation. It then falls upon the teacher in the field of health education to conscientiously administer to the student this great background laid here. Many circles have considered health and physical education as play courses alone because the atmosphere of serious educational procedure has seemed lacking. This situation must be remedied if the purport of this work is to be accomplished. No phase of education is more important and no greater concentration is required than in intelligent health education in its many phases.

Parent-teacher meetings can be made educational as the parent must be included if the child is to be influenced. Health exhibits and demonstrations, health talks, moving picture lessons and illustrated lectures will prove valuable.

The teachers in other fields must develop a sympathy with the teacher in health education. Co-

ordination programs are the most helpful programs. The work of each teacher will be made pleasant under such arrangement, which enhances the happiness and efficiency of every teacher and which will be reflected in the work of the student. This is a point of greatest importance and is a result of health education of the teacher in the broadest sense.

Lastly, the teacher must present an example in every class in every subject taught the student. The teacher should first show insight into personal hygiene that the pupil will learn by observation. Beyond personal appearance, the habits and attitudes of the teacher are always under surveillance in every teaching community in the world. Let the teacher group appreciate its great responsibility.

A tentative health education program in brief will consist of the formal teacher in health education in every school group or the equivalent of such an arrangement. Exhibits, demonstrations, moving pictures with utilization of such facilities as television itself, should augment formal teaching. The physical education program with corrective gymnastics and procedures must be included. The full appreciation of medical consultation is a feature of vital import. The periodic physical examination with corrective measures, the early medical consultation and guidance and the appreciation of matters of sanitation must be within the horizon of every student if he is to face life equipped to know how to first preserve himself. Facilities to conduct medical service and to care for physical delinquents are, therefore, indicated for every school building and system as a fuller health education program. May the community demand this for its growing members.

Kinckle Jones Named on International Committee—Body Convenes in Germany

In preparation for the next International Conference of Social Work to be held in Frankfurt-am-Main, Germany, early in July, 1932, Eugene Kinckle Jones, Executive Secretary of the National Urban League, has been appointed to the Program Preparatory Committee of the Section on Economic Insecurity and the Family. This Committee will have the responsibility of arranging for discussions and securing data on case studies showing the effects upon family life of low wages, unemployment and other economic and industrial conditions; also the effects upon family life of industrial or economic changes which are usually thought of primarily in connection with the wage-earner.

The Committee personnel includes the Reverend John A. Ryan, Department of Social Action, National Catholic Welfare Conference, Washington; Miss Frances Perkins, New York State Department of Labor; C. C. Carstens, Child Welfare League of

America, New York; Paul Louglas, University of Chicago; and John A. Lapp, Department of Social Sciences, Marquette University, Milwaukee, Wis.

THE PRESENT BUSINESS POSSIBILITIES FOR OUR RACE YOUTH

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the province of the other group. If, perchance, any of our group had the temerity to play at business or politics and lost, we were of all men most incompetent, and if one of us proved to be dishonest, then all Negroes in business or politics were dishonest or incompetent. It mattered not if the other group, in the same decades, had lost a thousand dollars of our people's money to one dollar lost by a Negro, our psychology has been to refuse confidence to our own and to trust the other though he slays us.

Such has been the psychology of well-nigh all of our educated people and of many of the less educated. Our education seems to unfit us not only for participation in Negro affairs but for the worship of God or loyalty to the Church if in the control of Negroes. We scoff at Negro business and refuse to co-operate with our fellows, either in business or politics.

Bear in mind, the complaint is, not that we trust the other group, but that we fail to trust each other to the extent that we trust the other fellow.

Now, if there is one scintilla of truth in what I have said above, it seems that we all should recognize that the signs of the times point unmistakably to the edict that we have got to change our tactics and make more hay for ourselves while the sun shines.

In sixty-five years of freedom, we have nearly quadrupled our number. This vast horde must be fed, clothed and sheltered. We have been compelled to learn how to do most of our own teaching, preaching and doctoring, but very little of our feeding, clothing, sheltering and financing. The white chain stores sell us most of our foods, the department stores supply us with our clothes and we live mostly in the houses which our white friends have abandoned for better homes. As for financing and banking, we are perfectly satisfied to let the other fellow do it. And yet we talk about vocational education and business administration. What are the vocationalists and administrativeists to do? The latter come out of Harvard and Yale full-fledged business men, but no business awaits them.

My friends, I am not a Cassandra. I am the man of the boy who sent the message to white America, "Tell 'em we are rising!" But my friends, we've got to keep up with the times.

I read a few days ago a most interesting program of a ten years' economic plan for one of the Southern States. Russia is not the only country that is planning for industrial betterment, but right here under our eyes there is constant planning. It

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Twenty "Unknowns" of School Finance in the United States

United States Department of the Interior, Office of Education

The Federal Office of Education has drafted 20 "unknowns" of school finance in the United States which will be delved into by the National Survey of School Finance recently launched.

Although the four-year, nation-wide study of public elementary and secondary school expenditure may not answer all of the questions suggested by the 20 "unknowns," it is expected to throw light on most of the major problems of education costs which generally confront taxpayers and educators.

Twenty "unknowns" of American school finance are:

The cost of public education:

1. Why has expenditure for education increased so markedly?
2. Where will present tendencies lead?
3. How much public expenditure is really needed?
4. What can we afford to spend for education?

Returns for money spent:

5. Why do expenditures vary so widely from place to place?
6. What advantages are obtained by communities spending exceptionally large amounts for education?
7. What disadvantages are suffered by communities spending exceptionally small amounts for education?

The tax burden for public education:

8. Under present financing systems, how is the tax burden for education distributed?
9. What changes in taxation and in State and Federal aid would bring about a more defensible distribution of burden?

The elimination of backward areas in American education:

10. Why do they exist?
11. What will it cost to eliminate them?

Efficient expenditure for educational funds:

12. How can we secure greater value for what we spend?
13. How can we effect economies?
14. To what degree, if any, are we wasting money through the overeducation of some boys and girls?
15. What is the extent of waste suffered through failure to give some individuals sufficient education to develop their real potentialities?

Public education during business depression:

16. How should education be dealt with during business depressions?

The use of indebtedness:

17. What place is indebtedness now taking in educational finance?
18. What place should it take?

Public enlightenment on educational finance:

19. How can the public be continually informed

on the pertinent questions of educational finance?

The economic status of the teachers:

20. What are the conditions that should determine salaries of teachers?

THE PRESENT BUSINESS POSSIBILITIES FOR OUR RACE YOUTH

(Continued from page 26)

is reported that there are in the United States 446 National Association of Manufacturers and Distributors now actively engaged in planning ways of meeting some sixty major industrial problems. One hundred different groups are working out problems for material betterment. These planners are all white.

What are we doing today? Shall we begin more earnest work today? Shall we study harder how to build up business, to give food, raiment and shelter and finance, business, position and happiness to those of our group who must depend upon us? I leave the question with you.

But whatever our plans may be, let us not lose faith in the Church, the schools and the home. These institutions are, have been and will be our greatest blessings. He who robs us of our confidence in these, renders us poor indeed.

Our youth will make a poor showing without God and a sound education. My objective is to aver that the business field is ripe unto harvest. We need every healthy, right minded graduate that steps out of any of the schools. Our own business and industry can handsomely absorb each year more than the 2,000 graduates that are sent out by all our colleges and universities, North and South. All they will have to manifest in addition to their school training and righteous purpose are hard work and self-sacrifice. It's a mistake to feel that it takes a great deal of capital to get into business; it needs more elbow grease and common sense. The C. M. A. Stores is a movement in the right direction. Our banking movement is our business salvation.

We've got the people, we've got the brain, we've got the money, let us go forward! Do we hesitate? All we need now are thinkers, planners and workers.

But, let me conclude from the sacred Book:

"Behold, I say unto you, Lift up your eyes and look on the fields, for they are white already to harvest." Follow the prophet Joel's advice, "Put ye in the sickle for the harvest is ripe."

DOES your school teach family economics? Do you have each child analyze the budget, the income, and expenditures of his family? Do you teach automobile accounting including the cost of depreciation and interest as well as upkeep? Every school is surrounded by a living textbook of economics in the experiences of the family and the community.—N. E. A. Journal.

THE INTEGRATION OF SECONDARY AND HIGHER EDUCATION

(Continued from page 9)

acter traits are being analyzed; his participation in various activities other than academic, both in school and community. If there is lack of progress in any given direction in high school, and even in elementary school, an effort is made to ascertain the cause. These factors, together with the scholastic record, which of course is the predominant factor, often coupled with psychological and diagnostic tests, furnish a more meaningful basis for the development of an admission procedure. Moreover the facts thus gathered serve as a guide in the later orientation and guidance of the student throughout his college career. Such a plan operates not simply when the applicant applies, but begins even as early as the elementary school in some instances where co-operation between the colleges and the school men has been most complete.

Some such procedure as the one described above will go far in improving the articulation between the high school and the college or between secondary and higher education. Professor H. A. Toops, of Ohio State University, in subscribing to a similar plan, suggests that the old high school points and credits should be abandoned. Whether this is a reasonable thing to do would be difficult to say in our present state of chaos and uncertainty; but the following statement of his is worthy of serious consideration and is in line with some of the most modern practices. He says, "There is no one predominant cause for college failure. Consequently no one kind of entrance hurdle or test will sort out the potential failures. Finally, success is a relative term; its meaning varies greatly from college to college, even from instructor to instructor, while its meaning can again be changed by shifting to another set of units in which to measure success." ¹ Continuing to discuss some of the items involved in college entrance, he states that "The factors involved in college success or failure are: (1) High school scholarship; (2) Bearing of entrance deficiencies on subsequent college work; (3) Student's I. Q.; (4) Difficulty of courses and curricula elected in college; (5) Reliability and validity of the college scholastic marks; (6) Graduation and elimination policy of the college; and (7) Student's health index."

The New England Association of high schools and academies have a plan whereby they give college prognostic tests to all pupils at the beginning from college as indicated by his test score; and finally they assist each pupil in mapping out a course of study in the light of his own self-determined choice of career.

Without discussing the merits or demerits of this plan, it does seem to have the value of furnishing a preview and of providing a partial basis at least of the 10th grade; then they advise each pupil and

his parents of his probable chances of graduating for planning one's future.

Other innovations which have been inaugurated within the college for the freshmen are doing much to bridge the gap that has formerly existed between the two educational levels. To mention only a few: Freshman Week; orientation courses, survey courses; freshman faculties, advisers and deans; sub-freshman courses; educational clinics, etc. One school has started a summer session for its prospective freshmen in order to initiate them into the college life more leisurely than is possible in the rush of the fall opening period.

Summary

In order to understand and appreciate the development of the relations between the secondary school and the college one must trace the evolution of the various units which have constituted the parts of each of these educational levels. In doing so one finds that as the college widened its scope and enlarged its program, there was a concurrent expansion in the work of the secondary schools. As the secondary schools added courses to meet the demands made upon them, college entrance requirements broadened and gradually new college courses were added leading toward degrees other than the B.A. As the college's growth caused subjects to be pushed lower down in the college level and on into the high school and elementary school, there was a concomitant reaching upward of the secondary schools into the college sphere. These forces and tendencies, moving contemporaneously, caused the point of contact between the two school units to change from a very narrow, sharp and limited intersection to a marging and widening until the actual point of cleavage is becoming less and less distinct. (See Graphic representation of change in Diagram I, Frontispiece.)

Beginning in the colonial period the Latin Grammar School and the select, private eastern colleges changed to or caused to be developed, in the Revolutionary period, the academies and numerous small colleges and a few professional courses designed to more nearly supply the educational needs of a changing society. During the Civil War period or Period of Nationalism we find both types of institutions becoming more democratic and national in spirit and content, in the public high schools and in the state colleges and universities. The present situation is a little more difficult to describe, but running true to the American tradition both units are making an adaptation which is more nearly suiting our cosmopolitan life. What formerly has been called high school work is rapidly being designated a secondary education and the college period is gradually losing that connotation and is becoming known as the period of higher education.

What the final outcome will be of the movements and forces that are acting and reacting on both the high school and the college is difficult to conjecture. It is probably safe to say that within the next generation we shall have an educational hybrid that

¹ H. A. Toops, "Away With High School Points and Credits," *School Executive Magazine*, September, 1929.

will be as different from their earlier counterparts. One thing is fairly certain—that, whatever the result, it will more nearly fulfill the needs of both society and the individual than has been true of any of our past or present institutions.

HISTORICAL SKETCH OF SCHOOL AND EARLY PIONEERS

(Continued from page 22)

auditorium is equipped with \$1,795.00 worth of seats. The approximate value of school property to date is \$90,000.00.

The erection of a building, is not all that is needed for a school to receive the recognition of the State Department of Education. In 1925-1926 a program was laid down for the development of this school into one fully recognized by the state. The work done here has been recognized by the University of Kansas, Kansas State Normals and many other schools for several years. Each department must be regulated by certain laws of the State Department of Education, as to the qualifications of the teacher, equipment and objectives, if the school is to be placed on the accredited list. The standards for teachers may be found on another page of this booklet.

Our school has developed a splendid library, both for the grades and the high school department. This library has been chiefly developed since 1927. There were a number of books before this time, having been donated by friends, but they were new books, which the state gave credit for. The value of books for the high school department at the present time amounts to \$1,482.62. The value of the elementary library, including the supplementary readers required by the state, amounts to over \$700.00. The value of the equipment in the science has increased from nothing in 1926 to \$1,348.09 in 1931. The equipment of the woodworking, auto-mechanics, and home economics departments have also greatly increased. A radio has been purchased for the school, each room being connected in such a way, that the educational programs being broadcast may be listened to profitably. The class periods of the seventh grade through the twelfth grade are forty-five minutes long. These subjects requiring laboratory work, are given ninety minutes.

A definite program of elementary music, art, writing and physical education was established in the school this year. The work of the grades has been closely correlated, and the supervisors of the system are putting forth extra efforts to make the work a success.

An absolutely accurate and reliable system of records is being kept. These records cover a period of twelve years. There are two sets of records; one set being kept in a fire proof vault in the Superintendents office, and the other in the principals office.

Extra-Curricular activities are given a place in the curriculum.

The school has made marked improvements in the past few years. Our program has been permanent.

The few changes made have been of proven worth. Schools with continually changing schedules, courses of study, and teaching staffs, seldom become good schools. Each step in the administration of the school, has been made after a rigid observance of the laws of the North Central Association of Accredited Schools and Colleges, the laws of the Oklahoma State Department of Education and the school laws of Enid.

EXECUTIVE COMMITTEE MEETING

(Continued from page 10)

business ordinarily handled through a December meeting of the General Council be conducted through correspondence this year.

Several new services are to be projected through the N. A. T. C. S. Proposals are to be made for at least two additional sections through which special reports will be made at the Montgomery meeting next July. Three important studies dealing with matters of current importance and emphasizing the professional status of the teachers in colored schools are to be made. Closer articulation and inter-relation of activities between the national organization and the various state associations will be featured during the year. Regular educational publicity will be an added service.

In the effort to increase the membership in the national organization this year and thus to strengthen the influence of the association Dr. Nathan B. Young, Chairman of the Trustee Board, will be used as a volunteer field agent without remuneration to present the cause of the National Association of Teachers in Colored Schools to groups of teachers in the various states where he will be serving as lecturer in education at the several institutions which have already begun to anticipate his services.

Present at this conference were President H. Council Trenholm of Alabama, Secretary W. W. Sanders of West Virginia, Treasurer W. D. Miller of West Virginia, Chairman N. B. Young (Missouri) of the Trustee Board, and Dr. John W. Davis who represented Miss Fannie C. Williams, Chairman of the General Council.

Life membership in the National Association of Teachers in Colored Schools offers the following advantages:

1. It entitles you to membership on the General Council and in the Delegate Assembly with voting privileges for life.
2. It entitles you to The Bulletin and all other publications of the Association for life.
3. It shows your faith in an organization that is endeavoring to promote the larger educational interests of the Negro.

Life membership is \$30.00 and may be paid in installments of \$3.00 and \$5.00 per month.

THE PUPILS SHARE IN THEIR OWN EDUCATION

(Continued from page 20)

things," said one, "I am almost ready to admit that Christianity is a failure." "Wrong!" snapped the other. "Christianity has never been tried." I am inclined to say the same thing about the gospel of the common good—it has never been tried. If teachers gave as much attention to the problem of helping children to understand the meaning of community welfare and the satisfaction in useful service as they do to the multiplication table and the parts of speech, if they lived the doctrine of social usefulness, and made interesting the ideal of making the most of one's life and gave regular opportunity to act upon it, I am inclined to think that most children would catch the spirit and make the purpose their own.

The other point in my formula is the reference to individual differences. The school is not to give a standardized program to those who are able to accomplish 70% of it and eliminate the rest as unfit; it is to help *every* child to make the most of his own possibilities. If we could live up to this ideal, we should not have a large proportion of our boys and girls dropping out of school from the fifth grade on and forgotten as far as education is concerned. We should have everyone working until he is eighteen or so but working largely under his own steam on the kind of work which he needs to make him as intelligent and skillful, and self-dependent, and public spirited as he has it in him to be.

This implies variation in the school program. It denies the efficacy of an organization which attempts to make children of varying abilities march along in step. I do not see how anyone who understands children and knows the wide variation in native ability and temperament, and home background can take any other point of view.

But no such variation is possible unless children can be enabled to work a large part of the time on their own individual jobs under the drive of their own purposes.

Educational systems are conservative. Much of our present organization is an inheritance from a time when a different philosophy of education prevailed and universal education as we have it today was not conceived. It will take a long time, doubtless, to modify the machinery of our schools and train our teachers, so that every child will have a chance to get for himself the best education that he can profit by, with the teacher helping, guiding, and encouraging. Nevertheless, the change will come. It will have to come, because we cannot afford to spoil so many youngsters by an educational process which does not really educate. The rate of change will depend upon the wisdom and courage which teachers and school officers bring to bear upon the problem of enabling children to take their proper share in their own education.

THE NEGRO AND EDUCATION

(Continued from page 16)

the feet of the wise Chang Yo by the side of the road.

"Presently there crawled down the road a man so burdened with afflictions that Chang's companion gave a cry of sympathy and of horror. 'There goes a man with whom I should dread to change places,' said Chang's disciple fervently.

"'Of course,' Chang answered quietly. 'But that man would not change places with you. Nor would he with me. Nor would I with him or with you. You would gladly have your afflictions lifted. So would I. That man crawling in the road would want to be free of his heavy burdens, certainly. But if the price for freedom from his burdens should be the taking on of your or mine, or the new, untried, unfamiliar burdens of anybody else, that man would cling to his own familiar burdens.'"¹

Let each be truly himself—his very best self. America must be satisfied with nothing else.

¹Under the spur of handicaps. *In Atlantic Monthly*, July, 1931, p. 9.

RADIO ADDRESS OF PRESIDENT TRENHOLM

(Continued from page 11)

teachers in colored schools are called upon to share in unparalleled measure the responsibility for the co-operative professional efforts of their respective groups and the citizens of these United States are reminded through this observance of American Education Week of their opportunities and obligations to encourage a more adequate professionalization of the teachers in colored schools as a contribution to the formal education of this appreciable part of the national population.

COMMERCIAL EDUCATION IN NEGRO COLLEGES AND UNIVERSITIES

(Continued from page 6)

was divided. The minority strongly asserted that the needs of the Negro are not different from those of the white race and that an admission of a different curricula will only help in keeping the two races apart instead of creating in them a consciousness of common national pride and brotherhood. The majority, however, admitted that the present curricula was not practical. The writer thereupon decided to make a complete survey of all Negro colleges with a view to studying their aims, objectives, nature and contents of their curricula, scholastic standing of the teachers, their salaries, etc. Fortunately for him he got acquainted at this time with Dr. E. G. Blackstone, Head of the Commercial Teacher Training Division, State University of Iowa, Iowa City, Iowa, who thought that it would be a good subject for research and promised to assist and supervise this work. The writer, therefore, owes his gratitude to Dr. E. G. Blackstone for his constant guidance and advice. He is also grateful to the institutions who co-operated with him in this work. Without their aid the work would never have been completed.

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THOSE OTHER THINGS

THERE is such talk of this and that phonetries, a,b,c,s; Arithmetic and projects, drills and activities; But there are many other things that I would like to know; I ponder how to teach a child to meet the unjust blow; To give his best and see it scorned, nor yield to bitterness; To wring from grudging circumstances a measure of success. ¶There is such talk of this and that but Life slips by so fast! I look from schoolroom windows visioning many things—last Crimson leaves; the glory of the world outside; the joy Of youth in action; warm sunlight; a strolling girl and boy; And my heart misgives me. How can I recompense these young For golden hours? For things they might have done? For songs unsung? ¶There is such talk of this and that; the needful things we do; Yet I keep thinking of the bubbles' gay and changing hue, Ardent Youth believes in. How can I make these young ones strong? Attuned to things that are, yet save the lilting of their song? Save their joy in rainbows; their faith in Love? What words of mine, Or deeds, can make a drab schoolroom a place supremely fine? —*Gracia Bryan Bolfig in the Journal of the N. E. A.*

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1

TO that person who sends to us the largest number of cash enrollments in excess of 125, we are going to give a summer school scholarship in Columbia, Chicago or some other large university, or a trip to the meeting of the National Association of Teachers in Colored Schools in Montgomery, Alabama, July 26-29, 1931.

2

TO that person who sends to us the second largest number of cash enrollments in excess of 125, a summer school scholarship in Tuskegee, Hampton or any one of the state colleges for Negroes.

3

TO that person who sends to us the third largest number of cash enrollments in excess of 125, a summer school scholarship in a college located in the state where the contestant resides.

ARE you interested in this? Write me at once so that I can give you further information and material with which to work. 20,000 members is our goal, and we need your service.

WM. W. SANDERS, *Executive Secretary*,
BOX 752, CHARLESTON, W. VA.

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XII

CHARLESTON, W. VA., NOVEMBER, 1933

NUMBER 4

The curtailment of budgets, made necessary by present economic conditions, must not seriously cripple the administration of public schools. Building of roads may be delayed without serious injury to public interest, the erection of public buildings may be deferred until a later period. The carrying on of other public projects, while praiseworthy in giving relief to unemployed, should not hamper contributions for the continuance of public schools. Education cannot wait. The child of today will be the citizen of tomorrow. To neglect his education in the present will mean the crippling of his effectiveness as a citizen. By all means, give relief to the unemployed but let not the education of the child be neglected. Constructive statesmanship looks forward to the future and must include public education.

—Ed.

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THE TEACHER

Lord, who am I to teach the way
To little Children day by day
So prone myself to go astray?

I teach them Knowledge but I know
How faint they flicker and how low
The candles of my knowledge glow.

I teach them Power to will and do
But only now to learn anew
My own great weakness through and through.

I teach them Love for all mankind
And all God's creatures but I find
My love comes lagging far behind.

Lord, if their guide I still must be
Oh, let the little children see
The Teacher leaning hard on Thee.

—Leslie Pinckney Hill.

OFFICERS OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

The following officers of the National Association of Teachers in Colored Schools were elected at the Louisville (Kentucky) meeting:

J. W. Scott, President, Principal Sherman School, Cincinnati, Ohio.	W. H. Fouse, Fourth Regional Vice-President, 219 N. Upper Street, Lexington, Kentucky.
I. T. Gilliam, First Regional Vice-President, 1211 Pulaski St., Little Rock, Arkansas.	W. A. Dobson, Sixth Regional Vice-President, Lima, Oklahoma.
A. D. Shores, Second Regional Vice-President, Dun- bar High School, Bessemer, Alabama.	Wm. W. Sanders, Executive Secretary-Editor of THE BULLETIN, Box 572, Charleston, W. Va.
C. A. Johnson, Third Regional Vice-President, Booker Washington High School, Columbia, S. C.	W. D. Miller, Treasurer Bluefield State Teachers College, Bluefield, West Va.

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W. D. Miller, Bluefield State Teachers' College, Blue- field, W. Va.	Garnet C. Wilkinson, First Assistant Superintendent of Schools, Washington, D. C.

THE BULLETIN

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CHARLESTON, W. VA., NOVEMBER, 1933.

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Greetings From President Scott

Greetings to the thousands of members of the National Association of Teachers in Colored Schools in America. My faith in the power and possibilities of this Association has grown year by year during more than twenty years of my membership and I wish here to express again my deep appreciation of the great honor conferred by you upon me. Let me pledge again my untiring efforts to advance the best interests of the Association during my incumbency as your president.

Echoes of the splendid meeting at Louisville are still heard—its fine addresses and discussions, its inspiring messages from outstanding educators, its informing group discussions, its ringing resolutions, and the fine reception accorded the teachers by the hospitable citizens of the Falls City. The local musical programs were varied and unexcelled for their beauty.

As we stand at the opening of the present school year our schools are confronted with problems of fundamental significance and of extreme difficulty. Not all these problems can be stated in terms of finance. Some of them lie much deeper. The depression through which we are passing is a challenge, not a catastrophe. It heralds a new social order. Education is an instrument of society. Society has established schools to maintain its standards. When these standards are swept away and a new social order becomes imminent, education faces a tremendous task. To meet this great issue teachers must cease to be followers. They must become leaders—leaders in determining the issues now in question, issues so fundamental that they may finally bring about a complete reorganization of our schools.

Education should play the leading role in rebuilding society by training its youth to fit in with a planned economy. We cannot use the program of yesterday to make the citizen of tomorrow. A new program is demanded for a new era. Dynamic thinking is imperative. We have conquered the physical boundaries. The spiritual boundaries are but little understood. As the old order aimed primarily at the exploitation of the material universe, so the new era must aim at the cooperative work of developing the spirit of man.

We must train youth to function not in a world of conflict but in a world of cooperation. There shall be no hindmost man for the devil to take.

Under my distinguished predecessor Dr. Francis M. Wood, director of Colored Schools, Baltimore, our Association was all but taken out of the red—a fact which brought cheer and confidence to our Council.

Among the objectives for the coming year are the establishment of permanent headquarters at Washington, D. C., the employment of a full-time executive secretary, state wide campaigns for membership including a special appeal to our teachers north of the Mason and Dixon line, research work on some definite problem, the continuance of "The Bulletin" with space for educational notes to be contributed by heads of schools and state organizations and an appeal to school children throughout the country to join in honoring the birthday of Frederick Dougless, Feb. 14, by contributing one cent each to the fund for the rehabilitation of the Frederick Dougless Memorial Home.

Finally, we urge upon all administrative agencies working in the field of Negro education that everything possible be done to prevent any attempts by school officials to make the Negro child suffer disproportionately through unjust and excessive curtailment of budget for Negro education. Under a leadership truly inspired by faith, courage, and high idealism, our country and our race will surely come to that place in our industrial recovery where the blue of the night meets the gold of the day.

—JOHN WILLARD SCOTT.

NEGRO EDUCATION AT THE CROSSROADS

In the South the education of the Negro child trailed far behind even before the depression crashed upon us. The danger which now confronts Negro education is tragic to the point of ghastliness due to slashing reductions in appropriations for our colored schools in the southern states. Unless this can be speedily checked the injury will be irreparable.

I call attention to the study conducted by Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes for the Federal Office of Education, in which certain startling facts are disclosed revealing the sad plight of the Colored Schools in states which have the dual system of education. Briefly summarized these facts are as follows.

First, white schools are on an average $1\frac{1}{5}$ longer than colored schools, resulting as might be expected, in excessive retardation of colored pupils. One Southern state is cited as having 41 per cent of its colored pupils in the first grade.

Second, his study shows that the average size of classes in colored schools is approximately 50 per cent greater than that for white schools. Obviously teacher loads are much heavier, thus slowing down the work, in quantity and quality.

Third, his study shows again that transportation was provided for but 10 per cent of a group of 44,000 colored pupils in 1930 at public expense notwithstanding the fact that 17 per cent lived three or more miles from the school and 39 per cent lived two miles or more away. In one state only \$200 was expended for the transportation of colored pupils while \$1,033,649 was spent for white pupils' transportation.

Fourth, fifteen Southern states in 1930 contained 159,000 colored pupils of high school age for whom no high school provision was made, and 197,000 additional children of the race who had no four-year high school facilities. The closing of Negro Schools for lack of school funds has greatly increased the appalling total of over one million (or one third) of colored pupils of school age who are already out of school.

Fifth, after comparing statistically the total number of colored teachers in relation to the total number of white teachers on the basis of school population the report shows that the colored schools are short over 17,000 elementary teachers and 13,000 high school teachers.

This unequal ratio between colored and white schools becomes more glaring. The average annual salary for rural colored teachers in 1930 was \$388, while that of rural white teachers was \$935. In urban schools the same relative ratio obtains between colored and white teachers.

Bearing the above facts in mind it is obvious that when colored teachers receive the same salary cuts as white teachers there is real discrimination of a vital nature. By and large, here are manifest injustices in a field of industry—that of making citizens—that call for investigation by the N. R. A. Inequalities in educational opportunities based not on wealth but on color and race strike at the very roots of democracy.

Even a distinction made on the basis of wealth would be in gross violation of the enlightened principle of taxing the wealth wherever it is found and spending it in educating the children wherever they are found regardless of race, color, or condition. Let us read the entire report and be vigilant.

—J. W. SCOTT.

REPORT OF AUDITING COMMITTEE

The Auditing Committee submits the following report:

After careful check-up on the Secretary and Treasurer's reports, we find the statements therein to be accurate, and do hereby verify the statements of the records as given.

The committee notes with appreciation the careful detail with which the secretary's records are kept; the committee being able to trace receipts by individuals, associations and states and similarly for the disbursements. The committee notes with

NEGRO SCHOOL CONDITIONS

Inaccessibility of schools is one of the most important factors causing nonattendance of more than 1,000,000 Negro children in the United States. In a special study by the Federal Office of Education of rural elementary Negro children it was discovered that nearly half of them live 2 or 3 miles from a schoolhouse. Since school bus service is provided for only 1 percent, nonattendance on the part of those who live at a considerable distance from schools is very common.

"Rural Elementary Education Among Negroes Under Jeanes Supervising Teachers," by Ambrose Caliver, Federal Office of Education Specialist in Education of Negroes, reports that "more than one-third of the Negro pupils never go beyond the first grade, and nearly three-fourths never advance beyond the fourth grade." The study is published as Office of Education Bulletin 1933, No. 5, available from the Superintendent of Documents at Washington, D. C., at 10 cents per copy.

Other significant findings follow:

"Negro pupils are greatly retarded. The proportion of pupils who are over-age is approximately two-thirds. It is believed that much of the retardation is due to shortness of the school term, poorly prepared and overburdened teachers, and lack of equipment. The average salaries of teachers range from \$346 to \$478.

"The equipment of Negro rural schools is, in the main, meager and inadequate," Dr. Caliver points out. "Nearly 40 percent still use benches with no desks. A few schools have no blackboards at all. Ordinary stoves are used to heat more than half of the school buildings, most of which have no fire protection facilities."

Secretary of Interior Ickes, in a recent radio address referred to the findings of the Federal Government saying that "the conditions just described put the Negro in a serious plight. Unless improvement is made in his education he will not be able to keep pace with the rapid movement of our present age. We owe it not only to the Negro but to ourselves, if we have any real regard for the welfare of our country, to give the Negro the fullest possible educational opportunities."

pleasure the succinct manner in which the treasurer's records are posted and feels that he is entitled to the thanks and appreciation of the entire body. The committee commends also the work of the secretary in this respect. The committee feels and presumes to suggest that when the secretary is working under the budget system to be prepared by a committee of the organization that the individual items of expense be listed by the secretary and treasurer under identical headings.

Respectfully submitted, Committee.

ANNUAL REPORT OF THE EXECUTIVE SECRETARY

Officers and Members of the National Association of Teachers in Colored Schools,
GREETINGS:—

We come to the 30th Annual meeting of the National Association of Teachers in Colored Schools at a time of great uncertainty because of the disturbed political, social and economic conditions affecting the world. Public education is facing a serious crisis because of the inability of tax levying bodies to provide sufficient revenue to run the schools and maintain the standards that have been in existence during the past few years. In many communities there has been almost a collapse of the financial structure that underlies public education. Values have decreased to a point of almost diminishing returns. Distress and suffering on the part of those who have heretofore been liberal in their support of education has caused a reaction in sentiment against the continuance of our school system on the same high plane developed during prosperous years. Curtailment in personnel, retrenchment in general expenditures and the cutting out of supervision, constitute a problem that should be pondered by every person who is interested in the education of the youth. It is well, therefore, for this association to think carefully on its program and seek to maintain some of the standards for which it has so long labored.

The year 1932-33 has been a trying one for the Executive Secretary of this organization. It was intimated in my last report that drastic curtailment in expenditures would have to be made if the association was to continue its existence. Immediately after our last meeting, we proceeded to reorganize our office so as to bring the maximum results from a minimum of expenditure. The personnel of the office was reduced to a minimum. We employed a full time secretary only a part of the year, after which we have endeavored to get along with part time services. Salaries were reduced and incidental and current expenses were cut to the bone. We have used old stationery rather than go to the expense of having new letter heads printed. Wherever we could find assistance in the way of securing materials to carry on the office, we have done so. The financial statement submitted herewith and the report of the accountant will give a clear picture of the economics that have been effected in the office of the Executive Secretary during the year.

Bulletin

At the beginning of the year it was clear that our receipts did not warrant the issuance of the Bulletin. We were already in debt to the Jarrett Printing Company of Charleston, West Virginia, for printing the Bulletin, \$425.00 and we were being pressed for payment. Your Secretary did not deem it wise to incur an additional indebtedness without pros-

pects of securing sufficient money to pay it. We therefore, decided not to issue the Bulletin until such time as we could see our way clear to do so. The postal authorities insisted that the association carry out its agreement to publish six issues of the Bulletin or suffer the loss of its second class mailing privileges. The letter from the Third Assistant Postmaster General was very insistent. He stated that should the association be unable to carry out its agreement, its second class mailing privileges would be withdrawn and should future issues of the Bulletin be published, the association would have to pay \$100.00 to secure second class rates. He further suggested that if the association decides to reduce the number of issues, it might do so upon the payment of \$10.00. After much correspondence and many explanations, we succeeded in receiving special consideration and the postal authorities consented to one issue of the Bulletin for this year. We carried out this agreement in the May issue.

If we are to continue to secure our postal rates, it will be necessary for the association to make definite plans to issue the Bulletin regularly next year beginning with October. It is suggested that the number of pages be reduced, thereby effecting a small saving in the matter of printing.

Montgomery Membership Plan

At the annual meeting of the association held in Montgomery, Alabama, in July, 1932, the following membership plan was suggested:

1. The president and secretary of every state teachers organization and of every large local teachers organization shall become members of the general council of the N. A. T. C. S. by virtue of their election to their office in their state or local association. They shall replace the state representatives already on the general council.

2. A fee of 50c per member will be collected in each state organization which adopts this plan. The 50c will be collected from every member of the state or local organization to be turned over to the secretary of the N. A. T. C. S. by the officers of the state or local association. This 50c will be a full annual paid-up membership in the N. A. T. C. S. This 50c N. A. T. C. S. fee will be collected from every member of the state or local organization at the same time the annual state or local fee is collected.

Persons who are not members of their state or local teachers association or who reside in states which do not adopt the 50c membership plan will pay an annual membership fee of \$1.50. Libraries, societies, etc., will pay an annual fee of \$1.50.

3. It will be the duty of the General Council annually to select one topic for investigation. The topic shall deal with some problem given to all the states having dual systems of education or some problem highly important in the field of education.

A topic for investigation may be continued for more than one year if the General Council so decides.

4. There shall be an annual publication of the study which will be decided upon by the General Council, and a copy of the publication will be mailed to every member of the N. A. T. C. S.

There shall be printed six issues of the "Bulletin" every year. One of these issues may be the annual publication of the topic for investigation.

5. This plan should be submitted to the various state and local associations at their next meeting for ratification, approval or disapproval.

6. The next annual meeting of the N. A. T. C. S. shall canvass the result of the action of the various state and local associations in their consideration of this plan, and if enough favorable action has taken place, they shall present the plan to the Delegate Assembly of the N. A. T. C. S. for definite action.

This resolution was referred to a special committee of which the retiring President, H. C. Trenholm, was chairman. The committee was instructed to send the resolution to each state President with a view of having the state associations act upon same and reply as early as possible to the Executive Secretary, who was instructed to make a summary of the reports and present it to this meeting. The committee has made no report to me as to its activities and none of the state associations have indicated that they have taken action upon the plan. This matter should receive attention at this meeting and definite action should be taken with a view of securing a closer cooperation between the National Association of Teachers in Colored Schools and the several state organizations.

During the year ending June 30, 1933, the association has received only \$995.25 in annual memberships, \$40.00 in affiliating memberships, \$21.50 in life memberships, \$410.00 in state affiliation, \$5.00 contributions, making a total of \$1,471.75 received by the association. Of the annual memberships received, Alabama, Maryland and West Virginia contributed a total of \$710.50. All the other states contributed a total of \$284.75. This clearly indicates that the burden of running the association during the year has been placed upon three states. Most of the Alabama contribution was received at the annual meeting last summer. Ten states have paid affiliations ranging from \$10.00 to \$50.00 during the year. Four local associations have paid affiliation fees from \$5.00 to \$25.00 and we have had one contribution of \$5.00.

Because of lack of contact with local leaders and teachers, it is very difficult to put on an effective membership campaign. The finances of the association would be greatly increased if a plan could be worked out by which a full time officer could be employed to make contacts through visitation and otherwise in the several states. Wherever the proper

contacts have been made in the past, we have been able to secure splendid results.

Our Constitution

I wish to invite your attention to the Constitution which was adopted several years ago. The old method of conducting the affairs of the association was very unsatisfactory. The new constitution has set up elaborate machinery with which to operate the association but as yet the association has been unable to secure the full cooperation of state and local associations. The greatest results can be obtained only on condition that there be a thorough understanding of our objectives by those who are in close touch with the great mass of teachers. It has been suggested that the officers of the state associations be made members of the Delegate Assembly of the National Association, thereby bringing the official staff of the state association into the business assembly of the National organization. Should you deem it advisable to make this change, an amendment to the Constitution should be initiated at this meeting.

Your attention is called to the outstanding obligations of the association, some of which are long past due. A serious effort should be made to pay these obligations at the earliest possible moment.

Dr. N. M. Work, Secretary of the Trustee Board, has just notified me of the death of Dr. N. B. Young, Chairman of the Trustee Board. Dr. Young was one of the founders of the organization, served as its President, has been a member of the Trustee Board for ten years and gave much time and thought to the promotion of the association. In the death of Dr. Young, Negro education has suffered a distinct loss. As soon as I heard of Dr. Young's death I sent a letter to the family conveying the sympathy of the National Association of Teachers in Colored Schools.

FINANCIAL REPORT

(Only totals included on account of space.)

Cash Account—1932-1933

Total Cash Received	....\$1,532.75
Bad Checks	..... 61.00
Net Receipts	..... \$1,471.75
Cash Balance June 30, 1932	..... 127.28
TOTAL	..... \$1,599.03
Less Acc'ts Paid (including salaries, postage, travel, Bulletin, misc.) \$1,519.07
	79.96
Less Government Tax 1.04
TOTAL CASH ON HAND	\$ 78.92

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Report of the N.E.A. Committee to Co-operate with the N.A.T.C.S.

This committee was established by the N. E. A. at the Philadelphia meeting in 1926 having its duties enlarged at subsequent meetings of the association. Its main objectives are (1) to cooperate with and encourage the National Association of Teachers in Colored Schools; (2) through sub-committees, to encourage studies in problems of Negro Education and life; and (3) to help promote interracial good will. This committee holds two annual meetings—one at the regular summer conference of the N. E. A., the other at the February meeting of the Department of Superintendence.

While tentative reports in progress of several of the sub-committees have been received, only one or two are prepared in written form and included in this general report.

1. The sub-committee working in cooperation with the National Association of Teachers in Colored Schools is doing what it can to help this important association of teachers keep going at reasonably satisfactory levels in these trying times, but no formal report is filed.
2. The sub-committee to find out what white colleges and universities of the South are doing to promote wholesome interracial relations reports that more than forty colleges sent representatives to George Peabody College in August, 1932, for a three-day conference on this subject. Dr. R. R. Moton, principal of Tuskegee Institute, was invited to deliver an address to this group in conjunction with 2,000 teachers and public school administrators attending Peabody Summer School. The report was published in pamphlet form under the title of "Education and Racial Adjustment" by the Commission on Interracial Cooperation. A similar conference is called to meet at Peabody in August, 1933, at which time very definite reports of what these colleges are doing will be made, including a Source Book and Syllabus on Negro life and education for use in these white colleges.
3. The sub-committee to find out and secure the publication of important theses and dissertations that may contribute to the improvement of Negro education and health is doing effective work, but have no formal report at this time.
4. No definite report of the sub-committee to study the distribution of Federal Funds for Negro education, etc., is filed.
5. The sub-committee (1) to study what is included in elementary and high school history and civics textbooks, and (2) to promote a moving talking picture portraying Negro history and life in America, makes the following written report of progress.

The sub-committee appointed in Washington on February 22, 1932, was reappointed by President

Joseph Rosier in 1932, the present personnel being S. L. Smith, Chairman, Charles S. Johnson of Fisk University, Arthur D. Wright, of Washington, and W. T. B. Williams of Tuskegee Institute. The report of this committee in two parts follows under (a) and (b).

(a) The Negro in Textbooks—

Before offering any specific suggestions the committee is attempting to encourage graduate students and efficient organizations to make careful studies to see to what extent this race is included in textbooks, beginning with history and civic books, adopted in Southern States for basal and supplementary textbooks in elementary and high schools.

Through a small grant from the Southern Interracial Commission, James O. Butler of Tennessee, a graduate student of Peabody College, majoring in history, made a survey in 1932-33 and wrote his thesis for his Master's degree on "The Treatment of the Negro in Southern Textbooks." His study includes the examination of sixty textbooks now in use in fifteen Southern States. He has found that the writers of history do not ignore the Negro in American life but that more space and attention are given to the Negro as a slave prior to 1860 than is devoted to this race as citizens and as a factor in modern life since 1860. Of the twenty-eight civics and problems of democracy textbooks examined, nineteen make no mention of the Negro.

Another graduate student of Peabody College, majoring in Problems of a Dual System of Education made a careful study of some textbooks used in upper elementary grades to determine to what extent the Negro is included. His findings are substantially the same as those of Mr. James O. Butler.

During the past year a committee of white and Negro Educators under the direction of Charles S. Johnson of Fisk University and Fred McCuis-tion of the Southern Association of Colleges and Secondary Schools has been preparing a Source Book on the Negro covering the various phases of his development and progress. The purpose of this Source Book is to supply authentic information and materials for use by instructors in white and Negro Colleges in courses on discussions dealing with the Negro. Writers of future textbooks would find this Source Book most helpful in furnishing authentic material for integration into elementary and high school as well as college textbooks.

The sub-committee proposes to encourage further research work on this subject the incoming year, including a careful examination of

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THE EDITOR'S PAGE

Permanent Headquarters

For some time it has been the desire of the officers of the National Association of Teachers in Colored Schools to establish permanent headquarters in Washington, D. C., so as to comply with the provisions of the Charter governing the Association. Definite steps towards establishments of such headquarters were taken at the Louisville meeting. The Executive Secretary was directed to make plans looking forward to moving the office and equipment to Washington as soon as practicable. There were some difficulties to be encountered in this effort because of a deficit in finances. A number of persons pledged \$25.00 each to clear the Association of indebtedness and to insure the success of the plan to move to Washington. Washington School officials have granted the use of office space in the Henry Wilson School located at 17th and Euclid Streets, N. W., free of cost for one year. This office has been fitted with desks and is ready for occupancy just as soon as funds may be secured to carry into effect the order of the Association.

Headquarters located in Washington will be advantageous to the organization in that its officers will be in close touch with national educational movements; will have the advantage of being in close touch with the N. E. A. and with the U. S. Office of Education. A vigorous campaign for membership is being conducted with a view of raising sufficient funds to insure the success of the new set up.

The Bulletin

Membership in the National Association of Teachers in Colored Schools carries with it subscription to the Bulletin, the official organ of the Association. For some time it has been exceedingly difficult to secure a sufficient number of memberships to warrant the publication of the Bulletin. Present plans include its regular publication. The Executive staff wishes to express its appreciation for the loyal support given the Association by a large number of teachers, in spite of the fact that the Bulletin was not being published. An effort will be made to keep faith with each member of the organization by regular issues of this magazine. Contributions from outstanding educators will be published from time to time; news items of activities in the several states will be carried; studies relating to particular problems in elementary and high school education will be given, and other items of interest will be included. The high school column will be edited by H. Theodore Tatum, Principal of the Gary High School, Indiana. In an early issue of the Bulletin an article on the Gary System will be published.

The Editor invites teachers to send news items and articles for publication. Others will be interested in the manner in which you solved your problems. Let the Bulletin carry a message from you to other teachers.

Until further notice send communication to The Bulletin, 1034 Bridge Avenue, Charleston, West Virginia.

The administration of Dr. F. M. Wood, retiring President of the National Association of Teachers in Colored Schools, was noteworthy in the following respects:

- (1) A full time Executive Secretary was employed;
- (2) A budget including the clearing of the Association of indebtedness was assured;
- (3) Permanent headquarters in Washington, D. C. authorized, and
- (4) A program looking forward to cooperating with all educational organizations in the education of Negro youth was inaugurated.

In carrying out this program President Wood had the united support of teachers in Maryland, District of Columbia, West Virginia, and other states. The Columbian Education Association under the leadership of its President, M. Grant Lucas, gave 750 memberships to the Association at the Louisville meeting. Mr. Lucas, on behalf of the Columbian Education Association, presented President Wood a beautiful gavel made from one of the giant cedars on the estate of Frederick Douglas. In making the presentation, Mr. Lucas stated that a nationwide effort is being made to have the school children contribute one penny each to be placed in a fund to maintain this beautiful estate.

Cincinnati Teachers Honor President Scott

Cincinnati teachers gave a dinner in honor of President J. W. Scott at The Manse Hotel in Walnut Hills, November 22. Teachers from Covington, Lockland, Newport, and other nearby points were present. Marcus M. Rambo acted as master of ceremonies and introduced the Executive Secretary, who explained the objectives of the Association and urged teachers to join in a new program which looks towards the improvement of educational facilities for Negro youth in America. President J. W. Scott expressed his appreciation for the honor conferred upon him and assured teachers that he would do everything in his power to assist in building up a strong service organization that will become a real factor in the improvement of educational facilities and conditions for Negro youth in America.

Resolutions Adopted at the Louisville Meeting of the N. A. T. C. S.

The Committee on Resolutions of the National Association of Teachers in Colored Schools in the Thirtieth Annual Meeting at Louisville, Kentucky, submits the report in the following items:

The N. A. T. C. S. extends its sincere appreciation and thanks to Mrs. Ellen L. Taylor and the local committee, the teachers of the City of Louisville and of the State of Kentucky, to the citizens of Louisville; to Superintendent Frederick Archer and the Louisville Board of Education and to all who have contributed to the pleasure and success of the Thirtieth Annual meeting of this association.

The National Association of Teachers in Colored Schools is deeply grieved to learn of the recent passing of Dr. N. E. Young, Christian gentleman, eminent educator, ex-president of the N. A. T. C. S., and, at the time of his death, chairman of the Board of Trustees of this organization. He had long served his race and his country; he made a great contribution in the field of education in America.

As one of the founders of this organization, Dr. Young was untiring in his efforts to widen the association's influence and to increase its usefulness. For thirty years he and his associates worked to make the N. A. T. C. S. a vital factor in the education of Negroes and in racial progress.

In true devotion to his memory we should here and now reconsecrate ourselves to carry on at his unfinished tasks.

We urge upon the Executive committee of this association, the appointment of a Research Committee that shall make an Annual report to this association. We suggest that such a committee might not only select one or more problems for study each year but might also compile a bibliography of the current studies being made in the field of Negro Education.

We urge upon all administrative agencies working in the field of Negro education that every thing possible should be done to persuade school officials not to make the Negro child suffer disproportionately through unjust and excessive curtailment of budget for Negro Education. Further, we urge that because of the already existing wide discrepancies between the salaries of Negro teachers and white teachers and between the total monies spent on Negro schools and white schools cuts should not be applied to the operation of Negro education except as a last resort. Negro schools which shared so disproportionately in prosperous times should share disproportionately in the progress of curtailment.

We would call the attention of this association to the continuing practice of engaging poorly qualified persons to instruct Negro children. We feel that with the many competent persons now unemployed this practice is both unwise and wasteful. We would have this body go on record as opposing the issuance of local teaching permits by local school authorities,

since we believe that this practice furnishes the loophole for the employment of teachers who could not otherwise qualify for positions.

This association deplores that in some communities there are unmistakable signs of a tendency to substitute political preferment for meritorious achievement as qualifications for personnel in colored schools. We can not be too strongly reminded that, in the long run, such interference will prove detrimental to the profession and to the welfare of the child. All members of the profession and all citizens are urged to take all orderly measures to prevent it.

Members of the teaching profession are reminded that it is both an obligation and a duty to become vocal upon issues which affect the child and the profession. We shall need more and more to speak in our own behalf. Often the best encouragement for others to advocate our cause is a foreseeing, unselfish interest in and adequate comprehension of measures affecting our welfare and sensibly balanced exposition of that interest and comprehension. Group action may be effective where individual efforts fail. We, therefore, urge upon all Negro teachers the necessity of strong professional organization.

The Association desires to commend the teachers of Virginia for the fine way in which they are contending for an equal salary scale in their state. We believe very definitely in the single standard of certification of teachers and that all teachers meeting the standard should receive the same salary. We are aware of the fact that the difference in salaries paid white and colored teachers very largely measures the esteem in which the education of Negroes is held by the community.

We congratulate the teachers of Richmond upon having achieved their long desired ambition to administer their schools.

The association voices its thanks to the various philanthropic agencies that have so largely contributed to the education of the Negro in various parts of the country; at the same time it commends those states that are more and more accepting their obligation to educate all the children of all the people.

The association favors the granting of the Federal government to such states as are unable to maintain their accustomed and desirable total appropriation for purposes of public education of sufficient funds to enable them to meet the situation in an adequate way; especially in view of the fact that in the judgment of this Association, no more profitable grant could be made than that designed to conserve the morals of its citizens in the making.

This Association requests that those states of the South, which receive grants from the Reconstruction Finance Corporation a part of which is allo-

cated for the buliding of schools, keep in mind the serious needs of the Negro schools of their several communities, and make an equable division of such appropriations, to the end that all of the schools may reap the beneficent results of increased funds with which to meet the needs of their ever increasing enrollments.

The N. A. T. C. S. receives with high commendation the recent publications on Negro education of the United States Office of Education. We urge that the Office continue its very useful work in this direction. The Association pledges its fullest cooperation to the Office of Education in assisting in the studies and in carrying the information to the country.

Be it, therefore, resolved that a copy of this resolution be sent to the United States Commissioner of Education.

We express our satisfaction with the progress made in the rating of Negro schools by the Southern Association and commend the work of Mr. Fred McCuiston and the several Education Boards in this connection. We especially urge the accreditation of Negro high schools in the region of the Southern Association.

The Association endorses the suggestion of Mr. M. Grant Lucas of Washington that the N. A. T. C. S. commend to the Negro school children of America the contribution of one cent each to the fund for the rehabilitation of the Frederick Douglass Memorial Home.

The National Association of Teachers in Colored Schools expresses its deep regard and devotion for Miss Lucy Laney of Augusta, Georgia, who has spent more than fifty years of courageous and sacrificial service in the education of Negro boys and girls. Her indomitable spirit is an inspiration to us all and her life and work are a worthy chapter in the history of American education.

We urge that Negro teachers through their professional organization join their forces wherever possible with other professional organizations working for plans for greater security of tenure in the profession and for adequate retirement plans.

We sincerely regret the present illness of our faithful colleagues, Drs. John Hope and Monroe N. Work. We suggest that the executive secretary of this association be ordered to send messages of greeting and sympathy to these men, expressing our hope for speedy recoveries.

Respectfully submitted,

W. A. Robinson, Georgia, Chairman
J. C. Dixon, Georgia
Miss Gladys A. Derry, Maryland
R. E. Clement, Kentucky
Howard H. Long, District of Columbia
C. A. Johnson, South Carolina
Committee.

State Association Meetings

State Association meetings held thus far:

State Association—Place—Dates Held

New Jersey—Philadelphia—October 21
Miss Frances O. Grant, Bordentown, President
Mrs. Gertrude Williams, Moorestown, Secretary
West Virginia—Bluefield—October 26-27
Ulysses H. Prunty, Elkhorn, President
Miss Mary L. Williams, Charleston, Secretary
East Tennessee—Knoxville—October 26, 27, 28
T. R. Davis, Knoxville, President
Maryland—Baltimore—November 10-11
Carrington L. Davis, Baltimore, President
Delaware—Dover—November 9-10
James R. Webb, Laurel, President
Miss Marjorie Purnell, Dover, Secretary
Virginia—Hampton Institute—Nov. 29-30, Dec. 1
Mrs. Rose Butler-Brown, Ettricks, President
L. F. Palmer, Newport News, Secretary
Texas—Austin—Nov. 30, Dec. 1-2
T. W. Pratt, Dallas, President
R. T. Tatum, Beaumont, Secretary

The Executive Secretary visited the West Virginia, Delaware, and Maryland meetings. All of these meetings were well attended and full of interest; the programs were well planned and of high order, persons of national prominence appearing on each program. The Secretary met with a very gratifying response to his plea for the N. A. T. C. S. Each Association made an appropriation of an affiliation fee and authorized its Executive Committee to elect delegates and a member of the General Council to the annual meeting to be held in Baltimore, July 1934. Quite a large number of teachers also paid their individual memberships for the year, while other schools promised to send in a 100% enrollment of their teachers at an early date.

Announcement is made by Dr. Clark Foreman, Adviser on the Economic Status of Negroes to Secretary Ickes, of the appointment of Dr. Joseph L. Johnson of Columbus, Ohio, and Dr. Robert C. Weaver of Greensboro, North Carolina, to positions in his office.

Dr. Johnson was born and reared in Ohio, educated in the public schools of Ohio and at Howard University, where he received the degree of Doctor of Medicine. He was minister to Liberia under President Wilson.

Dr. Weaver was born in Washington, D. C. and educated at Harvard, from where he graduated with honors in 1929. He received his Master's degree at Harvard in 1931 and his Ph.D. in the department of Economics there in 1933. He was formerly Professor of Economics at the A. & T. College

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Louisville Meeting of the N. A. T. C. S.

The Thirtieth Annual meeting of the N. A. T. C. S. held August 1-4 at Louisville, Kentucky, was one of the best meetings ever held from the standpoint of representation from various sections of the country and in interest and determination of those present to put the Association on a sound and permanent basis where it can best serve the educational needs of the Negroes of the nation. Educators from twenty states and the District of Columbia were present to discuss and find a way out in solving the many perplexing problems confronting teachers under present economic conditions.

The general theme, "EDUCATIONAL ADJUSTMENT TO ECONOMIC DEMANDS," was the basis of the able addresses by nationally known educators. In his annual address, President F. M. Wood of Baltimore discussed, "Administrative Leadership During the Economic Crisis." Other subjects discussed were: "Health and the Economic Status of the Negro," by Mr. George R. Arthur of the Julius Rosenwald Fund; "The Junior High School in the Economic Crisis," by Principal Harry T. Pratt of Baltimore; "Public Education and the Economic Crisis," by Superintendent Garnet C. Wilkinson of Washington, D. C.; "College Life as Affected by the Economic Crisis," by Dean Haywood of Morgan College; "The Negro Teacher," by Dr. Ambrose Caliver of the U. S. Office of Education; "Some Challenges Education Must Face," by Principal W. H. Fouse of Lexington, Kentucky; "Some Professional Implications of the Economic Crisis," by Superintendent H. H. Long of Washington, D. C.; "Educational Objectives in a Changing Society," by President Thomas E. Jones of Fisk University; "The Tax Situation," by J. W. Scott of Cincinnati, Ohio; "Responsibility of the School for Economic Welfare," by Principal W. A. Dobson, Lima, Oklahoma; "Economic Self-Help in the Crisis," by M. Grant Lucas, President Columbian Educational Association; and "The Life of Spirit As an Antidote for Economic and Social Depression," by Carrington L. Davis, President Maryland Teachers Association.

Miss Eva C. Mitchell, Associate Director of the Extension Department of Hampton Institute, gave an illuminating study of "The Reading Progress of Approximately 300 Negro Children, Grades, 1-7," while Dr. N. C. Newbold, Director of Negro Education in North Carolina, gave a report of the committee of the N. E. A. to cooperate with the N. A. T. C. S. (copies of the addresses delivered will be published in the Bulletin from time to time.)

The visitors were given hearty greetings and words of welcome by Dean R. E. Clement of the Louisville Municipal College for Negroes and Dr. Frederick Archer, Superintendent of Public Instruction of the city of Louisville, to which response was made by Dr. J. S. Clark of Baton Rouge, Louisiana.

Mrs. M. W. Blocker, Florida, President of the National Congress of Colored Parents and Teachers, brought greetings from that body. The music, which was generously furnished for each program by the Louisville Schools, the Civil Chorus, choirs and other organizations, under the direction of Miss R. Lillian Carpenter, was of an unusually high order and was referred to by many speakers and other persons as being the finest rendition ever heard. Many veteran attendants of the Association agreed that it was one of the best, if not the best musical program rendered by a local committee as a whole, in the history of the Association. Each session was largely attended by the local people of Louisville which indicated that unusual effort had been made to arouse enthusiasm and interest and to secure such united cooperation on the part of the community. A great deal of credit for this condition is due Mrs. Ellen L. Taylor, General Chairman of the local committee and Dean R. E. Clement, who took the initiative in interesting the people of Louisville and Kentucky in the Association. Everything possible was done by the local people for the comfort, convenience, and pleasure of the visitors. Plans were well laid and carried out and the National Association joined in saying, "HATS OFF TO LOUISVILLE."

Friday, August 4, "Governor's Night," was given over to state officials and educators of Kentucky. President Atwood of the Kentucky State Industrial College, had charge of and presided at this program. He made an illuminating address on educational conditions in Kentucky, the favorable educational conditions provided for Negroes in general, after which he introduced the State Superintendent of Public Instruction, Dr. J. H. Richmond of Frankfort, who delivered a splendid address followed by other state officials.

Department meetings were conducted by the following persons, either permanent or temporarily appointed chairmen:

Agricultural Education, J. P. Burgess; College Education, Dr. J. S. Clark; Elementary Education, Miss Eva C. Mitchell; Health Education, Dr. F. Rivers Barnwell; High School Education, W. A. Robinson; Home Economics Education, Mrs. D. I. Miller; Rural Education, Miss Mary Wilber Weeks; School Supervision, Mrs. Mary McDavid; Trades & Vocational Education, J. C. Evans.

During the deliberations of the meeting, in accordance with the request of Mr. George R. Arthur, telegrams were sent to President Franklin D. Roosevelt and Gen. Hugh R. Johnson, urging them to use their power and influence under the National Recov-

ery Act to prevent discrimination because of race, color, or creed in carrying out provisions of codes.

Permanent headquarters were authorized to be established at Washington, D. C., as early as practicable, and Wm. W. Sanders, who has served the Association for several years as part-time Executive Secretary, was elected full time Executive Secretary. In order to clear up the indebtedness of the Association, a number of members pledged \$25.00 each to be paid in full by December 31 of this year. Thirty-nine persons pledged \$25.00 each and several paid cash at this meeting. The \$25.00 is to be credited as a life membership or on a sustaining membership.

Memorial services were conducted by the Committee on Necrology for the following members of the Association who had passed away during the year: Dr. N. B. Young of Jefferson City, Missouri, President of the Board of Trustees, ex-President, life member, one of the founders of the Association and who served it with an unbroken record of 29 years; Dr. Lucy Bragg-Anthony of Sumter, South Carolina, a life member; Mrs. Julia Shaw of Washington, D. C.; Professors E. A. Bolling, Sr., C. W. Driscoll, and W. V. Eagleson of West Virginia; Miss Samile Lee, Miss Wilma E. Brown, and Mrs. Florie Sanders of Tennessee; A. G. Dobbins of Alabama and H. L. Bailey.

Officers elected are named in another column of this journal.

Two vacancies on the Board of Trustees were filled as follows: Professor W. A. Robinson of Atlanta University was elected to fill the unexpired term of Dr. N. B. Young, deceased, and Professor W. E. Day of Oklahoma, to succeed Professor H. A. Hunt, whose term had expired. Dr. J. S. Clark was elected president of the Board of Trustees, and Garnet C. Wilkinson, member of the Executive Committee.

Baltimore was selected as the next place of meeting the last week in July, 1934.

E. L. Powell, Charleston, West Virginia, and George W. Williams, Elkins, West Virginia, were appointed on the recently created Negro State Board of Education of West Virginia.

STATE ASSOCIATION MEETINGS

(Continued from Page Ten)

in Greensboro, North Carolina and has also been Technical Advisor for the Joint Committee on National Recovery.

Dr. Johnson took office on November 1st and Dr. Weaver on November 13.

PLEDGES TO THE N. A. T. C. S.

	Amt. Pledged
Trenholm, H. Council—Montgomery, Ala.....	\$ 25.00
Powell, Mrs. J. M.—Selma, Alabama	25.00
Long, Howard H.—Washington, D. C.	25.00
Lucas, M. Grant—Washington, D. C.	25.00
Grubbs, Mrs. Ethel Harris—Washington, D. C.	25.00
Wilkinson, Garnet C.—Washington, D. C.	25.00
Hubert, Benjamin F.—Savannah, Ga.	25.00
Arthur, George R.—Chicago, Ill.	25.00
Grubbs, William E.—Indianapolis, Ind.	25.00
Atwood, R. B.—Frankfort, Ky.	25.00
Elanton, W. S.—Frankfort, Ky.	25.00
Walker, Flora A. J.—Henderson, Ky.....	25.00
Fouse, W. H.—Lexington, Ky.	25.00
Clement, Rufus E.—Louisville, Ky.	25.00
Coleman, Mabel L.—Louisville, Ky.	25.00
Morris, Mayme S.—Louisville, Ky.	25.00
Osborne, Nola B.—Louisville, Ky.	25.00
Taylor, Mrs. Ellen L.—Louisville, Ky.....	25.00
Dailey, Theodore R.—Paducah, Ky.	25.00
Clark, J. S.—Baton Rouge, La.	25.00
Anderson, W. Cato—Baltimore, Md.	25.00
Hawkins, Mason A.—Baltimore, Md.	25.00
Murphy, George B.—Baltimore, Md.	25.00
Pratt, Harry T.—Baltimore, Md.	25.00
Roberts, Clarence J.—Baltimore, Md.	25.00
Wood, F. M.—Baltimore, Md.	25.00
Harris, Mr. C. L.—Cincinnati, Ohio	25.00
Harris, Mrs. C. L.—Cincinnati, Ohio	25.00
Lucas, Hazel Jean—Cincinnati, Ohio	25.00
Scott, J. W.—Cincinnati, Ohio	25.00
Day, W. E.—Sapulpa, Okla.	25.00
Young, I. W.—Langston, Okla.	25.00
Burgess, John P.—Orangeburg, S. C.	25.00
Mitchell, Eva C.—Hampton, Va.	25.00
Miller, Mrs. Dorothy Inborden—Bluefield,	
W. Va.	25.00
Sanders, Wm. W.—Charleston, W. Va.	25.00
Wells, I. J. K.—Charleston, W. Va.	25.00
Prunty, Ulysses H.—Elkhorn, W. Va.	25.00
Arter, Charles Sumner—White Sulphur	
Springs	25.00
Total	\$975.00

DEATHS

The Bulletin notes with deep regret the passing of Mrs. W. T. B. Williams of Tuskegee Institute, Miss Lucy Laney of Haynes Institute, Augusta, Ga., Dean O. A. Fuller, Bishop College, Marshall, Texas, and Theodore C. Nash, Principal Boyd Jr. High School, Charleston, West Virginia. These persons rendered many years of service in the education of Negro youth and the influence of their lives will be stamped upon generations to come.

Some Accomplishments of the National Association of Teachers in Colored Schools

The National Association of Teachers in Colored Schools is the only organization that devotes all of its efforts solely in behalf of the education of Negro youth.

It advocates equal educational opportunities for all children regardless of where they live.

It advocates longer school terms, better buildings, adequate equipment and improved sanitary surroundings as a necessity in the American democracy so as to prepare Negro children for that type of citizenship that can make a real contribution in the national life.

The National Association of Teachers in Colored Schools stands for efficient teacher training thereby assuring to the Negro child instruction based upon scientific principles by teachers, who themselves, have had adequate preparation to give instruction.

The Association advocates equal salaries for all teachers based upon training and experience without regard to race.

Believing that teachers can render the best service when assured that employment will be based solely upon training, moral fitness, efficiency in teaching and on ethical and professional grounds, the Association advocates teacher tenure laws so as to place the teacher upon a professional basis free from local, political, and petty jealousies.

Accomplishments of The National Association of Teachers in Colored Schools:

- I. It has been instrumental in securing accreditation for Negro colleges and high schools through the Southern Association of Colleges and Secondary Schools. Prior to 1930 no Negro colleges or high schools in any of the states south were classified and accredited by a regional accrediting association. The graduates of schools located in this vast section were at a great disadvantage when they sought entrance in Northern colleges and universities. Often such students were compelled to repeat work, and pursue courses which they had already taken and completed under competent teachers. The National Association of Teachers in Colored Schools brought this situation to the attention of the Southern Association of Secondary Schools and Colleges which resulted in the setting up of a committee by the Southern Association to accredit high schools and colleges for Negroes. A number of such schools have been accredited and their students may now enter Northern colleges upon the same basis as other students.
- II. The National Association of Teachers in Colored Schools brought to the attention of the National Education Association the problems in Negro schools with the result that the N. E. A. appointed a standing committee on problems in

Negro schools. This committee under the direction of Mr. N. C. Newbold, Supervisor of Negro Schools in North Carolina, has rendered a distinct service to the education of Negro youth.

- III. The influence of the National Association of Teachers in Colored Schools was largely responsible for the creation of the position of Special Assistant in the United States Office of Education, a position now held by Dr. Ambrose Caliver, who is doing so much to improve educational conditions among Negroes in America.
- IV. The National Association of Teachers in Colored Schools through Special Committees on research and study is making a serious approach to the study of problems affecting the education of Negro youth.

This is the program of the National Association of Teachers in Colored Schools. We believe every teacher is in sympathy with its aims and objectives.

You may show your interest by becoming a member yourself and by inducing others to join with you. The membership fee is only one dollar and fifty cents (\$1.50) per year which in addition to your membership, brings to you the Bulletin for one year.

JOIN THE N. A. T. C. S.

The National Association of Teachers in Colored Schools heads up sixteen state associations with a combined membership of 15,000. It was organized in 1903 and has as its chief object the advancement of education in America particularly among the colored people. It cooperates with the National Education Association through a joint standing committee for the study of problems of Negro education. It links up with the National Parent-Teacher Association which seeks to promote a closer relation between the home and the school. It collaborates with the Office of Education, Washington, D. C., through its Senior Specialist in Negro Education, Dr. Ambrose Caliver.

The National Association of Teachers in Colored Schools already has under way the establishment of permanent headquarters at Washington, D. C. It has made the office of Executive Secretary a full time job for the purpose of "expanding and intensifying the work of the Association." It plans to continue the publication of the N. A. T. C. S. Bulletin and to issue it monthly as soon as practicable. It is issued now bi-monthly. It plans to extend its membership until it includes all teachers in colored schools in the United States.

The National Association of Teachers in Colored

Schools has conducted several important studies to ascertain factual conditions with respect to the relative situation of the colored schools in the South. It has taken an important part in having colored high schools and colleges accredited by the Southern Association of Colleges and Secondary Schools thus giving to our graduates unquestioned status when and if they attend graduate institutions. It has successfully advocated, in a few instances, state provisions which give scholarships to colored students in other state institutions where they are denied admission to the State Universities of their own States.

In this and other ways it has sought to change unfair and unjust distribution of school funds, which is known to exist in so many of the Southern states. It has encouraged the study of Negro history and literature in our schools as necessary to develop race pride and to supplement deficiencies in the adopted text books. It has encouraged research work in the field of Negro education and made the information available to those who need it. It has sought to promote professional pride and professional ethics and provide a national medium of exchange of ideas and opinions relative to the perplexing problems of race progress by bringing before its annual sessions leaders of educational thought, white and colored.

The National Association of Teachers in Colored Schools seeks to elevate the standard and status of teachers in colored schools. It aims to improve the outlook of every Negro boy and girl in America through better schools for the race. It stands for longer terms, teacher tenure and retirement pensions. It seeks to give the people more light on their duties as citizens, and wise guidance in their struggle for better living conditions and economic security. It seeks to magnify the public school system as the bulwark of our democracy.

There is no other national association of teachers dedicated to the colored schools. Your membership in this body will exhibit the esprit de corps we all find valuable in our life relationships. There are more than 50,000 teachers in colored schools in America. This Association is fighting their battle. Can you afford to stand on the side lines and accept as alms the fruits of victories won by others? Join and be a loyal booster of the National Association of Teachers in Colored Schools. Our problem whether we labor in the North or the South is one and the same and varies only as to details. Let us unite for the general welfare of the race and the nation. Join now when education is at the crossroads and everybody needs to be on guard.

REPORT OF THE N. E. A. COMMITTEE

(Continued from Page Seven)

adopted readers, and books of literature, music, art, etc., for elementary and high schools, and hopes to make report on these at the meeting of the N. E. A. in 1934. No specific recommendations will be made until the facts have been gathered and carefully analyzed by some of the ablest consultants available. In the meantime the committee hopes that school administrators, authors, and others may give some thought to this subject and offer suggestions.

(b) Moving Picture Portraying Negro Life in America—

The committee's progress report on this subject was made a year ago. Since that time the work has not developed much further due to economic conditions.

In recent weeks the chairman of the sub-committee has renewed correspondence with the moving picture producers and distributors, and is encouraged over the outlook in this project.

The committee is of the opinion that the picture should be built around the Negroes contributions to modern progress and civilization through the medium of business, cultural and educational accomplishments, and that it should include such entertainment features as will appeal to all races in all sections of America. The chairman has had conferences here in Chicago this week with one of the ablest consultants in Educational moving pictures of America, who came here from New York for this purpose. He offers important suggestions and seems willing to cooperate fully with the committee.

The sub-committee's greatest need in both of these projects is a small amount of money to help do the necessary preliminary studies.

The committee is glad to report that Mr. Paul C. Stetson, President of the Department of Superintendence of the N. E. A., has invited Dr. R. R. Morton, principal of Tuskegee Institute, Alabama, to deliver an address at the meeting in February, 1934, in Cleveland.

Most respectfully submitted—July 6, 1933.

(Signed) S. L. SMITH,
Acting Chairman (for Mr. N. C.
Newbold, Ch.)

(Signed) E. A. DUKE,
Acting Secretary.

Adopted by unanimous vote of Delegated Assembly of the N. E. A., July 6, 1933. Copy given Secretary Crabtree.

N. B. YOUNG

Bricks, N. C. July 31, 1933.

Prof. W. W. Sanders,

Executive Secretary of the National Teachers' Association, Louisville, Ky.

My Dear Prof. Sanders,

Before the close of this session of your Association I am sure something will be said in memory of our friend N. B. Young who has just passed from life into the eternal realm.

His passing is almost a calamity to the educational inspiration of the youth all over this land. Few men are better known than N. B. Young in the entire field of education. He took his A. B. Degree both from Talladega and Oberlin College, graduating from Oberlin in 1888 with a very large class numbering twenty-nine men and forty-one women. All of his classmates have been men and women who have achieved in the world's progress. Most of them have been outstanding in their chosen fields of endeavor and Young was with this number. He has left his mark on the youth of this age and made a high record among men and women.

His largest work was in Florida at the State College for Negro youth and later at the State College at Jefferson City, Missouri. Chicanery and trickery on the part of politicians was altogether responsible for his change of positions. If you can eliminate that you will eliminate a large part of the teachers' worry and troubles. He lived through these vicissitudes, as far as we know philosophically, but at heart he must have suffered many pains and spent sleepless nights.

He was interested in the organization and the perpetuation of this National Colored Teachers Association. When the Land Grant Colleges and the National Educational Association united about thirty years ago at Hampton N. B. Young was there and no one fought harder than he did to bring about the union. It was through Wright, Young, J. R. E. Lee, Waring and a few others that the union was perfected. Since its organization it has met in every educational centre of the South. Young has attended practically every meeting it has had. I dare say he has not missed one except perhaps, for sickness. I think I heard him say in Charleston or Washington that he had attended all of the meetings since its organization. He was interested in every progressive movement among Negroes of the entire country.

Young was interested most of all in the youth. It was largely through him that I am writing these words today. We were room mates in Oberlin about forty-six years ago when my health gave him very much concern. He advised me to go to Fisk University where the climate was more congenial. In all these years we have been the best of friends.

Young was a fine scholar. He was an excellent writer and a forceful speaker. He was a clean man. His life was an inspiration all over the country

during all the years of his activity as college president, college teacher, college lecturer or public speaker in any relation. His expressions and attitudes were born of honest convictions. Had he been a white man he would have been a Congressman or a Senator, or a member of some President's Cabinet. The public sentiment that creates such a barrier against brain and character because it is clothed in color is reprehensible. It is the country's loss and not his. No man will be missed more in your counsels than N. B. Young.

A scholarship by this National Organization placed at Talladega College to his memory **WOULD BE THE FITTEST EXPRESSION OF YOUR APPRECIATION.**

I am very truly,

T. S. INBORDEN,

Pres. Emeritus Brick Jr. College,
Bricks N. C.

ANNUAL REPORT OF EXECUTIVE SECRETARY

(Continued from Page Six)

NET RECEIPTS FROM STATES

(Including annual, affiliating, and Life memberships,
State affiliation and contributions.)

From July 1, 1932, to June 30, 1933.

Alabama	\$261.50
Arkansas	30.50
Delaware	6.50
District of Columbia	18.50
Florida	7.50
Georgia	7.50
Kansas	1.50
Kentucky	93.50
Louisiana	58.00
Maryland	177.50
Mississippi	32.50
Missouri	11.00
New Jersey	1.50
North Carolina	21.50
Ohio	37.50
Oklahoma	93.50
Pennsylvania	5.25
South Carolina	67.50
Tennessee	54.00
Texas	12.00
Virginia	29.00
West Virginia	444.00

TOTAL\$1,471.75

Respectfully submitted,

WM. W. SANDERS, Executive Secretary.

NOTE: In addition to the above, at the Louisville meeting, Washington, D. C., gave a certified check for \$750.50 in memberships, Baltimore, Maryland, a check for \$195, Kentucky gave \$79.00, and Alabama \$43.00.

N. A. T. C. S. Is A Teachers Organization

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♦ Such national recognition as has come to Negro teachers has come to them through their national organization. There is no other avenue through which this recognition can come. In the last five years the Federal Office of Education has turned to the National Association of Teachers in Colored Schools for advice and counsel on matters relating to all phases of Negro education, and presidential commissions have turned to the National Association of Teachers in Colored Schools for Negro personnel. The large philanthropic boards would have no organized Negro opinion to sound except for the continued existence of this organization. The stronger the Negro teachers of America build their national organization, the stronger will be the force of their organized opinion and desires in influencing national policies as they affect Negro schools and Negro teachers and the greater will be the recognition accorded the Negro teacher as an intelligent agent in his own educational affairs.



Permanent Headquarters
HENRY WILSON SCHOOL
17th and Euclid Sts., NW., Washington, D. C.

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For Full Information Address
WM. W. SANDERS, Executive Secretary
1034 Bridge Ave., Charleston, W. Va.

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XII

CHARLESTON, W. VA., JANUARY, 1934

NUMBER 5



LINCOLN-GRANT HIGH SCHOOL
Covington, Kentucky

Published Six Times Yearly
Annual Meeting of the N. A. T. C. S. - - Baltimore, Md., July, 1934

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Official Organ of the National Association of
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FINDINGS OF THE NATIONAL ADVISORY COMMITTEE

The National Advisory Committee on the Education of Negroes in session at Louisville, Kentucky at the meeting of the National Association of Teachers in Colored Schools reported the following findings and conclusions:

(1) In general, the preparation of Negro elementary teachers in 1930-31 was far below standard; (2) about 22 per cent had not progressed beyond the fourth year of high school; (3) 56 per cent ranged between high school education and the accepted minimum standard of two years of college (nearly half had not reached that standard); (4) only 22 percent had more than two years of college; (5) in two States more than 50 percent of the Negro elementary teachers had not advanced beyond high school as compared with a corresponding percentage of less than 7 for white elementary teachers in the same State; (6) the medium annual salary of Negro elementary teachers was only \$548, and ranged as low as \$304 in one State.

Some recommendations based on other findings of the Survey were: (1) Teacher-preparing institutions for Negroes should raise their entrance requirements; (2) they should inaugurate definite programs of student personnel research and administration; (3) less variation should exist in the curricula policies and practices of Negro institutions; (4) special attention should be given to the selection and preparation of rural teachers; (5) rural teaching should be made more attractive to Negro teachers with high qualifications; (6) the dual certification system for white and colored teachers should be discontinued and Negro teachers should be certified and allowed to teach only those subjects for which they have had special preparations, and (7) high school facilities should be extended and improved in order to provide better prepared applicants to the teacher-preparing institutions.

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. . . LET US RESOLVE!

THIS YEAR more than at any time in our recent history the quality, yes, even the existence of schools in many communities, is at stake. * * * There are very few parts of the country in which schools, for want of funds, have not been compelled to shorten the school term. We find ourselves in the grip of a social difficulty from which we shall extricate ourselves only with great effort and pain.

Schools do not belong exclusively to the children, the teachers, or the superintendents. They are the common property of us all, and in the long run there must be public assent for every important change of educational policy and for every provision for financial support. What is done about the schools in this present emergency will therefore be determined around our firesides and in our public gatherings.

My plea to the men and women who earn and spend the incomes from our fields and factories, whether blessed or not with the personal care of little children, is to remember your responsibility to the youth of this land. * * * Let us resolve not to make the children pay for the depression!

GEORGE F. ZOOK,

Commissioner of Education.

—From "The Deepening Crisis in Education"—
Leaflet No. 44.

THE BULLETIN

VOLUME XII

CHARLESTON, W. VA. JANUARY, 1934

NUMBER 5

Administrative Leadership and the Economic Crisis

President's Annual Address delivered by Francis M. Wood, Louisville, Ky., Aug. 1, 1933

I repeat a sober reflection of a distinguished educator who said, "The child is the fundamental point about which all our study must finally center. The child is the sole object for whom all plans or devices are made, and only in so far as any plan or device facilitates his development, can it be considered effective." When I think of administrative leadership, I am reminded of the picture painted by Mr. Morgan in his book entitled "Living and Working Together." He discusses the old way and the new way in the operation of an institution. His description is so very impressive that we rewrite it for your consideration. "It is not difficult," says he, "to imagine a solitary man in prehistoric times standing upon the shores of some country in western Europe. He looks into the west and wonders what mysteries lie beyond the horizon which his vision can not penetrate. He has never ventured upon the sea. He owns a boat, to be sure, made with his own hands, which serves him well upon inland waters. The boat is strong and trustworthy, and not too small even to ride upon the broad expanse of the ocean; so, one day this adventurer loads his boat with supplies and boldly pursues a westward course into the open sea. He hopes that perchance he may find another land before his supplies give out. With high hopes he keeps a westward course; but days pass without trace of land; his store of food becomes low; his strength wanes; and even hope dies out. When the sea grew rough and the boat rapidly began to fill with water, this hearty sailor was compelled to acknowledge defeat in his own lonely effort." From the same shores whence the lone sailor set forth, mammoth ocean liners of today depart carrying thousands of individuals surrounded by every comfort of our modern civilization. At a given signal, not one man, but hundreds and sometimes thousands of individuals act concertedly. I am certain that the inference is clear. If an institution, if a system of education succeeds, it will be because the administrator of the institution is able to enlist each individual in the task to be done, that there may be a gigantic movement toward some coveted goal. An administrator who is so self-centered; so filled with bigotry, that he imagines he himself is the organization, is as fatally inefficient as the lone sailor which we have just described. All grand standers should be eliminated from administrative positions. (Example: The one man baseball player).

The only excuse one can give for administrator and supervisory activities is the improvement in instruction for the children of the world.

The man or woman who is chosen by the people, and takes upon himself the administration of a public school system, undoubtedly has the courage that should challenge the admiration of his fellow citizens. He has the opportunity, if his motives are pure, of directing the trend of education in the community which he serves. He should be a most social and human individual, capable of accurately evaluating people from the human standpoint, and highly successful in meeting and getting along with all types of individuals. He should be an optimist looking for the best, expecting the best, so that his personality is contagious. He should be such a professional enthusiast that he elicits enthusiasm from all his co-laborers. He should be so just and honest that personal bias never influences his actions. He should be such a hard worker that he sets a good example for all his observers.

"Genius," says one, "is nothing more than a great capacity for doing work." One's education, then, will be measured by the contribution he makes to the social compact, and not by what he and his friends imagine he is able to accomplish. An educational institution performs its highest function when it furnishes to the state a thrifty economic citizenry. I am not as much concerned about race problems as I am about life's problems. It seems to me that life has but two major problems, which if put into a formula, would include the following: Some men go up, some men go down, some get ahead and some stay behind.—And why? This problem is not characteristic of any particular race. It faces all men alike; whether young or old.

When we call the roll of the past, we list a formidable galaxy of men and women, who by concentration to service and devotion to duty, have ushered in this period of renaissance, this glorious dispensation from the Master of men. It is a little difficult to understand why one individual should succeed immensely, while another is a woeful failure, especially so, if they have about the same mentality and are educated under the same environment; and yet, the explanation is simple; one succeeds because he is willing to exhaust every resource available; the other fails because he has not the real burning, insatiable desire to succeed. This condition marks both youth and old age, as the list which I am about to read indicates more clearly than words can portray. Dandolo won battles when he was 94 years of age, and refused the crown at 96. Wellington planned and superintended fortifications at the age of 80. Bacon and Humbolt were enthusiastic students the day of their deaths.

Dr. Johnson's best work, "Lives of the Poets," was written when he was 78. Defoe was 58 when he published "Robinson Crusoe." Newton wrote his "New Briefs for Principia" at the age of 83. At 81, Plato was writing when death came to him. Tom Scott began the study of Hebrew at 86. Galileo was nearly 70 when he wrote his "Laws of Motion." James Watt learned German at 85. Mrs. Somerville finished her "Molecular and Microscopic Science" at 89. Burke was 35 before he attained his seat in Parliament. Eli Whitney was 23 before he began to make preparation for college, and was thirty when he graduated. Dryden did not begin to translate the "Aeneid" until he was 63. Robert Hall, that he might be able to read Dante in the original, learned Italian after he was 60. With hope, determination, and enthusiasm, we may retain the youth of spirit until the end of our career. That the inference may be clear, we now list those who in their youth played such a significant part in the march of races. Tennyson wrote his first volume at 18. Ruskin wrote his most beautiful volumes while a mere youth. At 25, Napoleon had conquered Italy. Gladstone was in Parliament in his early manhood. Keats wrote "The Grecian Urn" at about the age of 20. Luther was a triumph reformer before he was 25. It was said of Chatterton that no English poet equaled him at the age of 21. Alexander, in his tender years, rolled back the mighty Asiatic hordes that threatened to overwhelm European civilization almost at its birth. The list of leaders, both men and women, who accomplished both in youth and old age, is all but inexhaustible. I am sure the inference is clear; our people must follow an administrative leadership, which by inclination, training, and conviction will enable us to do in this day and generation what others did in their day and generation. If devotion to labor, and determination to win are irresistible in youth, how great must that be if carried over into old age. Mr. Morrison states that the foundation of administrative technique, which we conceive, is a clear apprehension of ability, adjustment, performance, behavior and a just evaluation of their relative significance in the educative process. "Too many educators," Mr. Morrison states, "are using all of their efforts on ability and performance." In considering their relative significance in the educative process, we believe that the most important problem facing the individual, is his ability to make proper adjustments. What must be the condition of our people, if the restless millions govern the nation! Democracy, under such conditions, will fail before we can reach them with enlightenment and religion. Sometimes, under the guise of democracy and religion, individuals commit the most despicable crimes. An individual never delights in destruction until the law has once been set aside, then the hunt for men may become the most pleasant past time. The administrative leader must convince his constituents that in the form of living clay, we are dealing with

the most intricate mechanism that the Creator has conceived. It is fatal to deal with the child as if it were a piece of clay to be shaped and laid away at will. It is true that we deal with youth during this plastic stage, but we must remember that growth proceeds whether or not the school operates upon it. Without proper education and vocational guidance, everything is left to chance; so if the individual survives, he does so not because of the school, but in spite of the school. If, in spite of the school, he may become a brilliant, successful individual, and a normally adjusted personality results, we are quick to take credit. If he becomes a wretched failure because of our misconception, a perverted, unhappy, vicious, personality results, and we lay the blame at another's door.

But what is a school, and what is the place of the institution in the community? Is it that hypothetical form, consisting of a Mark Hopkins on one end of a log and a Garfield on the other? Is it a semi-factory to be dominated by a foreman with the title of a principal? Or is it an institution where every individual in the community is allowed to develop his personality to that extent to which he is capable?

Education does not begin with the alphabet, but with a mother's look, with a father's nod of approbation, with the gentle pressure of the hand, with a brother's noble act of forbearance, with handfuls of flowers, with pleasant walks and shady nooks, with words accented in the sweetest tones of love.

"The door of the temple of success," says an eminent writer, "is never left open, and he who enters therein carves his own door which promptly closes to all others." The race to which we belong is crying aloud for leadership; it is crying for that leadership which looks down into the hearts of the plain people; that knows the conditions which influence their lives; that understands what motives govern their actions; that sympathizes with them in all of their laudable ambitions; in their difficulties, and in their failures.

The races must fail unless our leaders realize that the young men and women of the nation are their most valuable asset; the chief source of our undeveloped power, and the most fruitful field of investment. We must utterly fail unless the teachers of our children realize that the right training of all our citizens is their supreme task.

A story is told of Appelles, who hunted all over Greece considering the qualities of various Grecian women to be used in his portrait, "A Perfect Woman." The perfect man, the real administrative leader, will be a composite of various qualities. He will absorb into himself not weakness, not follies, but strength and virtue, having an impressionable character that will respond to the most delicate touches of humanity.

The leader of the present generation must be a man who is militant and able to inspire those who must follow him. No better example of this type of leadership can be given than that exemplified in the

hero of Chattanooga. During the Civil War, Chattanooga was completely surrounded by the enemy. Supplies were cut off, camp fires were burning all around the city. Surrender seemed imminent. Grant, at New Orleans, sick and sore, was ordered to take charge of the almost hopeless situation at Chattanooga. On transboat up the Mississippi, the Ohio and its tributaries, on a vehicle borne by horses, and finally on the shoulders of four men, he was taken directly to the bewildered city. Immediately things began to change; confidence was restored. A master mind was on the scene, and history tells the story of the conquering hero of Chattanooga.

Education, like other established agencies of society, is conservative and tends to resist modification. It is easy to move in the line of least resistance. Let us remember that education is not that institution made up of shreds of a useless art, but of that which inculcates principles, polishes the tastes, regulates the temper, cultivates the reason, and subdues passion. Before a man can lift himself, he must lift his thoughts. Someone has wisely said that the position of any man is safe who is able to put in to a formula an accomplishment of his race. Douglass did this as a statesman; Booker T. Washington did it at Tuskegee; and Hayes has put into a formula the accomplishment of the race in the world of music.

At the recent meeting of the Department of Superintendence, Minneapolis, Minnesota, Dr. William John Cooper, Commissioner of Education at that time, listed the name of Booker T. Washington among the ten Americans who played the most conspicuous part in the development of this country.

The administrative leader must be able, and have the courage to resist onslaughts attempted on the schools of his community. He must be able to take care of the so-called frills in the curriculums of his school. In 1633, reading was considered a frill; in 1833 arithmetic was considered a frill. In fact, every new subject that has been added to the curriculum for the past few centuries has been called a frill by those individuals in the social compact who would resist any modifications in educational procedure. That community which insists that the schools of today be what they were a half century ago, has gone as far afield as the individual that insists that it is a social crime to resort to a surgery to save human life. The militant administrator, by sagacity, efficiency, and tact, will lead his community to a realization that peace and happiness at home, and respect and safety abroad, depend upon the type of education his children acquire.

I quote from a distinguished churchman who said, "The success of any public enterprise of a community must ultimately rest on the same standard that reputable business concerns use." When the schools of this country were small and simple in organization, administration, and supervision, the recording of a few facts was all that was necessary. But

education, like other agencies of society, has reached a period of most elaborate specialization, and requires a master mind to safeguard its interests.

I wonder if the type of administrative leadership, which too often we exhibit, is that mild insipid quality that may be easily sidetracked by a comfortable meal, a hot fire, and a big chair. Hear the voice of the great teacher as it comes ringing down the ages: "Ye are the salt of the earth! Ye are the light of the world!"

The efficient administrator will not be slow to discover life-bright children among those who are school-dull. For your reflection, I list a few who were life-bright, but school-dull: Hegel, Napoleon, Thackeray, Browning, Burbanks, Spencer, Stevenson, Mark Twain, Byron, Riley, Ruskin, and Edison.

There never was a time in the history of this country when our schools need more safeguarding than at present. Designing men and women will seize this period of depression and economic breakdown to force Boards of Education to pare school budgets to the bone.

The spirit of the great teacher will be exemplified in the type of leadership for which our institutions are suffering. He will evince the type of leadership of a certain eminent surgeon—rich, intelligent, happy, trusted, indeed revered by his peers, who sat by the bedside of an unfortunate individual from dark until dawn; and when his patient revived by the treatment he had administered, he exclaimed, "Lord, I think Thy thoughts after Thee." In all of this contaminated atmosphere of anxiety and doubt, I see but one beacon light of hope, and that is in the schools of the world. In response for priceless advantages given, education must solve the problem of social efficiency. It must do this by causing the children, the image of God, to dwell in an atmosphere of high ideals. The administrator at the end of a long, useful, efficient career may say with Whittier: "Well may this be the judgment which the world awaits, but be it so or not, I only know my present duty, and my Lord's command to occupy till he comes. So at the post of duty where He in His providence has placed me; I choose for one to meet Him face to face; no faithless servant frightened from the task: but ready when the Lord of the harvest calls."

Colored bird pictures and leaflets for bird study can be secured by teachers from the **National Association of Audubon Societies**, 1775 Broadway, New York, N. Y. During the school year ending June 1, 1933, 84,651 boys and girls were members of Junior Audubon clubs. Each member receives a set of beautifully colored bird pictures and leaflets describing bird life. Every teacher who forms a club of twenty-five or more receives a year's subscription to the magazine **Bird-Lore**.

TEXAS COUNTY SUPERINTENDENT ADVOCATES IMPROVED EDUCATIONAL FACILITIES FOR NEGROES

Advocating the use of Federal funds to build school houses for Negro pupils, Superintendent N. S. Holland of Breckenridge, Texas Public Schools, writes the Bulletin as follows:

"It appears to me that we are doing about everything that can be done with this money, referring to PWA and CWA funds, out in this country, except to help people rise to higher levels. We are cleaning out creeks, sweeping streets, and toting rock hither and yon, but what of it? We should go into our hills for rock and into our streams for sand and gravel and into our woods for timber, so that we may build something to lift the race. If we can get assistance from the government's grab bag, we can build some school plants that have long been needed. Why not start a movement among your people to have a portion of this fund set aside for this specific purpose?"

The letter of Professor Holland to the Breckenridge Board of Education contains so much that is pertinent to conditions affecting Negroes in many sections of the country, that the Bulletin is passing it on to its readers. Why not start a movement in your community to secure Federal funds to erect a decent school building for Negroes?

Breckenridge Public Schools
November 27, 1933.

Board of Education Gentlemen:

As superintendent of the Breckenridge Public Schools, schools maintained at public expense for all the children of this district, and as a citizen of this community, I feel deeply a sense of obligation to the adult Negroes and their children about us.

For some years they have needed, and they should have, a modern, brick school building and community center. From the writings of a man who has influenced education for a democracy more than any person who lives today these words are chosen:

"What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy."

In twenty years of dealing with subjects calculated to be for general welfare I think I have learned that the best course to pursue is to go straight to the very vitals of a subject. I declare, therefore, that the educational facilities provided at public expense for the Negro children of Breckenridge and Stephens County have been unattractive, ill adapted, skimpy, and otherwise "without rhyme or reason" for some years. What is more, and also about as indefensible from the standpoint of public policy, is, thruout these years, the Negroes of this city and county have had no place, at once convenient and suitable, for a community center.

Thru agencies, federal and state, assistance, material in its nature, should be made available for the removal of the ramshackly, second-handed, built-over excuse our Negroes have for a school building and the substitution of a modern, and at least semi-fire proof building that will serve acceptably for a school and a community center.

IF BRECKENRIDGE HAD NO MORE ADEQUATE SCHOOL FACILITIES FOR ITS WHITE CHILDREN THAN IT HAS FOR ITS NEGRO CHILDREN AND IF THERE WERE A LACK OF SUITABLE AND CONVENIENT PLACES FOR ITS WHITE CITIZENS TO MEET FOR THE PROMOTION OF THEIR PURPOSES TO GO FORWARD THERE WOULD HAVE BEEN CONSIDERABLE HUSTLING LONG AGO TO TAKE ADVANTAGE OF THE OPPORTUNITIES EXTENDED THRU PUBLIC AGENCIES.

Our Negro citizens on the whole are high class. How they conform to the rules and regulations of the Great Society is a compliment to their determination to do something constructive any way no matter what the odds unfavorable to their best interests may be. If they are good citizens under the handicaps with which they are shackled how much better and more useful they would be in the building of Breckenridge and Stephens County adequate school and general cultural opportunities would soon reveal.

We white people want better schools every year for our children, for we have found out really that education makes a difference that is worth seeking. Influenced by this belief we have provided above the average facilities for schools for whites and we have been able to maintain a program for our white children that is vastly superior to the program for local Negro children. While we have been rightly concerned to make better facilities available for our white children, a course that we have wisely pursued in face of economic disaster, have we not been somewhat indifferent about our Negro children?

The indisputable facts are that since 1921 we have erected, equipped and maintained six brick school buildings, passing over accessory buildings, for our white children, just as we should have done, but we have not bestirred ourselves so very much on behalf of another considerable element of our general population. There is in our midst an unbalance of educational opportunity that never should have existed, and until there may be maintained school programs that at least approach one another in their educational offerings there is surely to develop vaster differences in our adult population, for, may I repeat, "Education makes a difference." We point justly with pride to our schools for white children. How can we be proud of our school facilities for Negroes

(Continued on Page Ten)

FISK UNIVERSITY IS ACCREDITED BY THE ASSOCIATION OF AMERICAN UNIVERSITIES

This Association is the Foremost National Accrediting Agency of Colleges and Universities in the United States

Recognition of the academic work of Fisk University has been given recently by the Association of American Universities. October 9th, a representative of the Association inspected the institution. October 23rd, at its annual fall meeting, the Association included Fisk University on its approved list of American colleges. Approval by this Association indicates that Fisk University is doing the high standard of academic work afforded in the best American colleges. It is an evidence also that the average graduates of Fisk University are making characteristically successful records in the graduate, professional and research institutions connected with the foremost American Universities located in the north, east and west. Prior to the inclusion of Fisk University on its approved list, the Association of American Universities had not hitherto accredited a college for Negroes.

Prior to the time of the recognition accorded Fisk University by the Association of American Universities, the institution had been accredited by two other important accrediting agencies. The first recognition came early in 1931, when the Association of Colleges and Secondary Schools of the Southern States accredited Fisk University as an "A grade" college satisfying in full the standards set by that Association for a four year liberal arts college. Somewhat later in the same year, the New York State Board of Regents accredited the work of Fisk University, and registered the Fisk bachelor of arts degree in the State of New York.

In addition to its connection with these national and regional accrediting agencies named above, Fisk has been for several years a member of leading non-accrediting educational associations. Two of these associations are the Association of American Colleges and the American Council on Education. These two Associations include among their members the leading American liberal arts colleges. Dr. Thomas E. Jones, the President of Fisk University, is a member of the Executive Board of the Association of American Colleges.

DR. E. E. SMITH

The Bulletin notes with regret the death of Dr. E. E. Smith, President of Fayetteville State Normal School, North Carolina. For more than 40 years Dr. Smith served the people of North Carolina and through his advice and instruction hundreds of young men and women have been inspired to nobler lives. Dr. Smith was a life member and staunch supporter of the N. A. T. C. S.

NEGRO SCHOOLS AND CWA PROJECTS

It is gratifying to note that in a number of localities Negro schools and the employment of unemployed teachers are included in CWA projects. Teachers who have been unable to secure employment because of the discontinuance of a number of schools have been permitted to organize adult, vocational and other classes under the Federal Relief agencies; school buildings have been repaired and painted, walks and grounds have been improved, thus employing a large number of unemployed laborers. Carpenters, painters and other skilled mechanics have been engaged to do repair work around buildings in a number of colleges and other schools. Clerical assistants have been placed in offices; cataloguers have been given positions in libraries, and many of the long needed improvements have been made through CWA projects. These projects have a double purpose. They give employment to many who otherwise would be on charity and they bring about improvements that bring our school plants somewhat up to date.

In West Virginia, Dr. John W. Davis, President of West Virginia State College, has been placed in charge of state voluntary service organization under the CWA and has under his direction a large number of projects that employ hundreds of unemployed Negro men and women. Among other State Chairmen are: Carl Murphy, Md.; W. R. Valentine, N. J.; T. M. Campbell, Ala.; Mary McLeod Bethune, Fla.; H. A. Hunt, Ga.; Bishop J. A. Gregg, Kan.; Charles W. Warfield, Jr., O.; J. S. Clark, La.

DR. H. A. HUNT RECEIVES APPOINTMENT UNDER FRA

Dr. H. A. Hunt, Principal, Fort Valley High and Industrial School, Georgia, has recently accepted a position in the U. S. Department of Agriculture under the FRA with offices in Washington. Dr. Hunt is especially interested in securing the advantage of credit for Negro farmers. In conferences with regional directors, he is being assured that Negroes will share justly in the administration of Federal funds allotted for farm relief. Dr. Hunt is a life member of the N.A.T.C.S. and until his resignation last summer was a member of the Trustee Board.

HARRY W. GREENE, Director of Teacher Training and Professor of Education at West Virginia State College has been appointed to a National Committee on a comprehensive program of Public Education by Paul C. Stetson, President of the Department of Superintendence of the National Education Association. This committee will meet and report at the Cleveland convention of the Department of Superintendence, February 24-March 1, 1934.

THE EDITOR'S PAGE

LITTLE JOURNEYS

As field representative of the National Association of Teachers in Colored Schools, the Executive Secretary visited Delaware, Baltimore, Maryland, Indiana, and Ohio during the month of November, and in December, Tennessee, Arkansas, and Louisiana were included in his itinerary.

The general school conditions in the communities visited are encouraging. This is especially true of the buildings and the fine quality of teaching observed. At all points teachers seem to be carrying a very heavy pupil load. In one instance a high school freshman class had ten divisions with ninety in each division. That each of these divisions was functioning in a rather satisfactory manner speaks well for the teachers who are in charge of these particular classes. A number of the high schools visited have recently been recognized by regional accrediting agencies. This shows progress and should encourage all who are interested in the secondary education of Negro youth.

When the N.A.T.C.S. began its efforts to secure recognition for secondary schools and colleges located in the region of the Southern Association of Secondary Schools and Colleges a few years ago, there were very few of these schools recognized by any accrediting agencies. Much had to be done in the way of securing buildings, equipment, and trained teachers to meet the standards set up by accrediting bodies.

DELAWARE

Delaware State College, under the leadership of President R. S. Grossley, has put on a four year college program; has secured a number of new buildings; has a splendid library, and a faculty composed of graduates of some of the best colleges in the country. Howard High School, Wilmington, Delaware, George A. Johnson, Principal, has on its faculty several Master's. The school is equipped with modern scientific apparatus, and is rendering a distinct educational service to this city. The Delaware State Teachers Association, J. R. Webb, President, is splendidly organized with local units in each of the three counties of the state. The recent meeting in Dover was a success.

MARYLAND

Under the leadership of Dr. F. M. Wood, Director of Negro Schools in Baltimore, Maryland, many improvements have been made in the school system of that city. The Douglas High School is one of the largest Negro high schools in the East and its faculty is composed of men and women who have specialized in their several fields. Maryland State Teachers Association held its annual meeting in Baltimore with Carrington L. Davis, President. Among the noted speakers appearing on the program were Rabbi Israel and Dr. Mabel Carney.

INDIANA

Anyone interested in education will enjoy a visit to Gary with its unique school system. The Roosevelt High School, with sixty-three teachers, under the principalship of H. Theodore Tatum, is thoroughly organized with pupils and teachers busy every minute of the school day. The activities of the school are varied and create an interest among the pupils who seem to be happy in their work and loyal to the school program. Seventy-one of the eighty-three teachers in the Roosevelt High and Pulaski Graded schools are members of the N.A.T.C.S. The school band and boy's chorus frequently broadcast over station WJKS. Indianapolis has a number of Negro schools headed by the Chrispus Attucks High School, Russell Lane, Principal. Mr. Lane has recently made a study of high school educables enrolled in high schools in the several states; an interesting study showing that in some states practically no opportunity is given the Negro to secure secondary education at public expense. A summary of this study will be published in the Bulletin in the very near future.

Other principals of the city who are taking an active interest in the work of the National Association are: G. W. Hayes, Mrs. Jeanette Carey, Mrs. Hazel Hendricks, Mathias Norlcox, Mrs. Rose Thompson, W. E. Baugh, Wm. Grubbs, Mrs. Harriet Kelly, Mrs. Vivian Marbury, Mrs. Cleo Kurts, and Milton Stephenson.

OHIO

Cincinnati teachers are loyally supporting J. W. Scott, president of the N.A.T.C.S. The outstanding leader in the education of Negro youth in Cincinnati is Dr. Jennie D. Porter, who more than 20 years ago, began her project in the heart of the Negro section of the city to make the Stowe School a community as well as an educational center. The growth of this school has been marvelous under the leadership of Dr. Porter. With its clinics, nursing service, welfare activities, Stowe is rendering a worth while service to Negroes in the downtown section of Cincinnati. Among the teachers in the city who are actively interested in the success of the National organization are: Miss Hazel Lucas, Marcus Rambo, Mrs. Jessiemae Harris, Sanford Showes, President of the School Men's Club, Honorable Ed Minnes, who has recently been elected to the City Council of Lockland, and H. R. Merry, Principal of the Lincoln-Grant School, Covington, Ky.

The new Paul Laurence Dunbar High School at Dayton, F. C. MacFarlane, Principal, though originally designated as a Junior High School, is rapidly developing into a first class high school. Through the courtesy of Professor J. Arnett Mitchell, Principal of the Champion Avenue Junior High School, the Executive Secretary was enabled to meet the teachers of all the schools in Columbus.

At each school a courteous reception was given the Secretary. President R. R. Wright, Superintendent Howard D. Gregg, and H. H. McGinnis, Dean of Wilberforce University, have extended the Executive Secretary an invitation to present the claims of the N.A.T.C.S. before the faculty of that institution.

TENNESSEE

In another column of this issue reference has been made to the recognition received by Fisk University the American Association of Universities. The Fisk library is the best equipped of any Negro College in the country. Dr. Thomas Elsa Jones, President, has surrounded himself with a faculty composed of outstanding leaders in education. Tennessee A. & I, Dr. W. J. Hale, President, has recently completed a women's building housing all of the vocational activities of women students, the dining room, and for the present, the office of the President. Two new buildings for administrative and agricultural activities are in course of construction. Memphis has two large Negro high schools with several elementary and junior high schools, all of which have large enrollments.

Booker T. Washington High School with B. T. Hunt, Principal, has an enrollment of more than 2,200 pupils of high school grade. Manassas High, J. A. Hayes, Principal, has a large enrollment of high school pupils and also accommodates pupils of the grades. R. H. Neville, Principal of the Greenwood Elementary School, Memphis, is president of the Tennessee Association of Teachers in Negro Schools and is an enthusiastic supporter of the N.A.T.C.S. Professor George W. Henderson, President of Henderson Business College, is founder of the only institution of its kind for Negroes in the south. Business concerns seeking secretarial and clerical workers, speak highly of the quality of the work done in the college. Professor Henderson believes in the program of the N. A. T. C. S. and has consented to act as a special representative to secure memberships.

ARKANSAS

The Little Rock, Arkansas Negro Teacher's Association, J. H. Lewis, President, held its December meeting in the Douglas High School and was addressed by the Executive Secretary of the N. A. T. C. S. The Association voted 100% membership in the National Association. In cooperation with Philander Smith College, Douglas operates a Junior College with an enrollment of more than 200 students. I. T. Gilliam, Principal of Gibbs Elementary School, is a regional vice-president of the N. A. T. C. S. Professor S. P. Nelson, President of Arkansas Baptist College, is a life member of, and an enthusiastic worker for the N. A. T. C. S. Miss E. I. Copeland is a special representative of the National Association. Mrs. Marianna P. Strong, who until recently was

Principal of the Marianna School, is now connected with the Arkansas Department of Education, with an office in Douglas School in Little Rock.

R. E. Childress, Rosenwald agent, has been instrumental in securing a number of modern school buildings for Negro youth in Arkansas. Arkansas State, at Pine Bluff, Dr. J. B. Watson, President, has all new buildings, well equipped, and a carefully selected faculty.

LOUISIANA

Southern University, Dr. J. S. Clark, President, Scotlandville, heads the educational activities of Negroes in Louisiana. The life of this institution may be measured in terms of the twenty years of service of its president, whose vision and far-sightedness has developed from practically nothing an institution which has received the recognition of the Southern Association of Colleges and Secondary Schools. The faculty of Southern is 100% in membership in the N. A. T. C. S. Mrs. M. Nance Givins, Supervisor of East Baton Rouge Parish, takes pardonable pride in the facilities provided for the education of rural Negro children under her supervision. The teachers of this Parish seem to have imbibed the spirit of Mrs. Givins and are enthusiastic in their work. Leland College, Dr. I. B. Bacoats, President, is among the large number of small denominational colleges that are meeting a definite need in the education of Negro youth by providing religious instruction.

The teachers in Negro schools in Baton Rouge, under the leadership of Professor J. M. Frazier, voted to become members of the National Association. The Baton Rouge High School, Professor Frazier, Principal, has a well equipped new building, modern in every respect. The Louisiana Negro Teacher's Association, Charles P. Adams, President, held its annual meeting in the Valena C. Jones Normal and Practice School, Miss Fannie C. Williams, Principal, New Orleans, December 21-23. Among those appearing on the program were: A. C. Lewis, State agent for Negro Schools; C. L. Barrar, Assistant State agent; Honorable T. H. Harris, State Superintendent of Education; Dr. J. S. Clark, Southern University; H. H. Hunt, Fort Valley, Ga.; and Wm. W. Sanders.

Among the officers elected were: R. C. Ricard, New Orleans, President; J. M. Frazier, Baton Rouge, Executive Secretary; J. S. Jones, Scotlandville, Editor of the Journal.

Miss O. M. Baranco, President of the New Orleans Teacher's Association, was chairman of the committee on arrangements and entertainment.

Through the cooperation of the Louisiana State Department of Education and Southern University, Professor J. S. Jones will represent the N. A. T. C. S. in Louisiana. Mr. Jones, Rosenwald worker and extension agent, visits every community in the state.

TEXAS SUPERINTENDENT

(Continued from Page Six)

when there is not available for them decent, adequate opportunities to make the best of the few years they have for improvement before they face adulthood with all the responsibilities attending that status?

"What is sauce for the goose is sauce also for the gander" is a homely expression, but it fits precisely the next point that I should like to emphasize. If better schools locally have helped our white population would not the same character of schools have been specifically beneficial to our Negro population and at the same time generally beneficial to our whole population? The untarnished truth is no less than as follows: If modern buildings and equipment and a fairly rich educational offering have been timely and wise for our white citizens they would have been far more so for our Negro citizens, for the latter group of our citizenship, all these years, have been struggling along almost at the extreme bottom of the ladder of cultural opportunities generally provided by public schools. They require our cooperation in order to rise; we need their services in our homes, in our business, professional and industrial undertakings. If we need them to help us more we are blind to our own interests to help them less than they so richly deserve.

I know the arguments for the proposition; I know the arguments against the proposition. I have had an experience that has brought forth every argument for and against the proposal that I have advanced, in the community in which I lived and labored before coming to Breckenridge. It took from 1919 until 1927 for the community in mind to obtain a four acre campus, a modern brick building and new equipment for a school and community center. The fire that eliminated the intolerable excuse for a school netted one thousand dollars in insurance. A second thousand dollars came from the Rosenwald Fund. Management produced the admirable site. A citizenship cooperated whole-heartedly with eight thousand dollars from a bond issue.

While not one of these specific means may be feasible at this particular time, nevertheless "where there is a will there is a way." Prospects are flattering that within the next year there will be available sufficient labor to build several such school buildings and community centers as would be required for the proposition submitted. If the right sources may be tapped there should be commanded also material assistance of a financial nature to accomplish this worthy purpose. What an unprecedented opportunity for our Board of Education, leading the way, to close up for years a distinct gap in our local educational undertakings. It can be done. Whether it will be done rests almost wholly upon the realization for need in the minds and hearts of the seven members of our Board of Education. If they will be

quicken by a true sense of their obligation to do their utmost by this substantial portion of our population their constituents will applaud and cooperate to the fullest measure.

I am ready to undertake this responsibility. Are you? I am concerned seriously, as a public servant, to serve this important element of our general population. Are you? Appreciating the justness of this cause I am unafraid of any and all hindrances that may be thrown into a course that may be charted. Are you? I believe in education for rich and poor, Jew and Gentile. Do you? What right have I to be honored with the position I hold in this community under your authority if I falter because of a color line?

Gentlemen of our Board of Education, will you assume forthwith your whole duty towards the youth of this community? If I did not believe sincerely that you would thus acquit yourselves I never would have addressed you after this manner. If you will, there should be available by the opening of the 1934 session a modern, brick school building and community center for our Negroes. My parting plea is that you make this one of your prime objectives for 1934.

Respectfully submitted,

N. S. HOLLAND.

The Delaware Colored Teachers' Association held their Fifteenth Annual Session at Booker T. Washington School, Dover, Delaware, Nov. 9 and 10th.

The occasion brought about varied talent and many discussions followed which inspired to return charged and recharged with a greater determination to do a better job.

Among some of the speakers were: Dr. R. S. Grossley, Pres. of State College of Colored Youth, Dover, Del.; Dr. W. W. Sanders, Secretary, the National Association of Teachers in Colored Schools, Charleston, West Va.; Dr. H. V. Holloway, State Supt. of Public Instruction, Dover, Delaware; Dr. Leslie Pinckney Hill, Pres. Cheyney Training School for Teachers, Cheyney, Pa.

Demonstrations were given by Mrs. Marguerite B. Seldon, Supervisor of Intermediate Grades, Baltimore, Md.; and Miss Evangeline Hall, Director of Training School State Teachers College, Cheyney, Pa.

The teacher's Reception was a colorful event. Herman Ray's "Pep Boys" Orchestra from West Chester, Pa., made it lively for all.

James R. Webb, President, Presided.
J. Graham Scott, Vice Pres.
Marjorie I. Purnell, Secretary
Ola M. Postles, Asst. Secretary
Fountaine Slater, Treasurer

PRESIDENT SCOTT HONORED

On Friday evening, Nov. 21st, "The Manse" in Cincinnati, Ohio, was the scene of a brilliant banquet complimentary to Mr. John W. Scott, recently elected president of the National Association of Teachers in Colored Schools. The guest list included fifty representatives of Greater Cincinnati's educational elite.

Master of Ceremonies was Mr. Marcus Rambo, principal of Douglass Junior High School of Cincinnati, who very graciously introduced Mr. John W. Scott, guest of honor and principal of Sherman School, Cincinnati.

Mr. Scott's response, as usual, was a gem of oratory. It is recalled incidentally that Mr. Scott passed with high honors an examination for Specialist in Negro Education, U. S. Office of Education. He very eloquently introduced Dr. Wm. W. Sanders, Executive Secretary of the N.A.T.C.S. who spoke at length on educational trends, both sectional and national.

Mr. Sanders was for eighteen years Supervisor of Negro Schools in West Virginia. He is now full-time Executive Secretary of the N.A.T.C.S. He stressed the fact that the problem of Negro education is essentially identical in point of view whether North or South; differing only in emphasis and detail.

Contributing to the musical features of the program were Miss Georgia Beasley, teacher of Public School Art, singing Cyril Scott's "Lullaby"; Mr. H. Hannibal Hull of the Sherman School faculty, singing "Twilight" and "Kashmiri Song"; in a trio singing "Trees" were Mrs. Kathleen Cannady of the Stowe School faculty, Miss Beasley and Miss Marie Thomas, Musical Director at Sherman, Jackson and Douglas Schools, at the piano.

At the close of this delectable banquet, served in the mellow candle-light glow, pervaded by the perfume of countless golden hued chrysanthemums, Mr. Rambo introduced Mr. Edward E. Minnes, principal of the Wyoming, O., High School and recently elected member of the Wyoming Council.

Other notables on the guest list were Dr. Jennie D. Porter, principal of the Harriet Beecher Stowe School, Cincinnati's ultra modern educational experiment; Mr. William Caliman, assistant principal at Stowe; Mr. H. R. Merry, principal of Lincoln-Grant School, Covington, Ky.; Mr. P. W. L. Jones, Sr., principal of McCall Industrial School, this city; Mrs. Laura T. Knight, principal of Jackson School, Cincinnati; Mr. E. F. Roan, principal at Lockland, O.; Miss Martha Ross, principal of Douglas Colony School.

The committee responsible for this outstanding educational and social function includes Mr. Marcus Rambo, Mrs. Laura Knight, Miss Martha Ross, Mrs. Lela Jackson and Miss Hazel Lucas, Chairman.

Guest list:

From Stowe School: Dr. Jennie D. Porter, Elsie Austin, Helen Buckley, Kathleen Cannady, Ethel

Calimese, Ethel Caliman, William Caliman, George Hull, Jessie Harris, Florence Kirtley, Francis Lesiey, Hazel Lucas, Louise Minnes, Marion Ritchie, Mayme Ross, Sanfred Showes, Daisy Slade.

From Wyoming, Ohio: Edward Minnes.

From Glendale, Ohio: Julia Richardson.

From Covington, Ky.: H. R. Merry, Virginia Kalfus.

From Douglass School: M. M. Rambo, Ralph Belsinger, Anna Davidson, Letteria May, Mary Morning, Myrtle Richardson, Martha Ross, Marie Thomas, Clara Willis.

From Jackson School: Laura Knight, Emma Carter, Mr. and Mrs. Coffey, Laura Turner, Maybelle Wright.

From Lockland, Ohio: E. F. Roan, Carrie Beard, Nellie Clark, Laura Howell, Joseph Martin.

From McCall School: Paul W. L. Jones, Sr., Rose Betty Craig, Alma Hudson, Etta Johnson.

From Sherman School: Blanche Belsinger, Georgia Beasley, Margaret Bowen, Dorothy Gillam, Hannibal Hull, Lela Jackson, Viola Jackson, Angie McNeil, Zenobia Martin, Mayme Shaw, Estelle Wilson, Mr. Terrell, Mrs. Jno. W. Scott.

LINCOLN-GRANT SCHOOL Covington, Ky.

Negro citizens of Covington, Kentucky are proud of the new high school building recently erected which is modern in every respect. The building is erected of brick and steel and contains 45 rooms, an auditorium with a seating capacity of 600; gymnasium with bleachers seating 350; a model equipped laundry; cafeteria that can accommodate 150 at a time; electric dish washer, frigidaire, etc. The building is also equipped for the teaching of auto mechanics, manual training, kindergarten, art, music, and mechanical drawing. Each room has installed electric clocks controlled by the latest in Master clocks. It is said that the Lincoln-Grant School is the best equipped building for Negro youth in the state of Kentucky. It represents an outlay in cost of \$350,000. The building was erected in 1931 under the supervision of Glenn O. Swing, City Superintendent. H. R. Merry, the wide-awake principal of the school, has completed most of the work for his Master's degree. (See Cover Page).

CHOOSING A CAREER

School and college administrators who are interested in helping students to choose their careers more wisely, and who wish information to assist them in planning programs of vocational guidance, may get such information without charge from the **National Occupational Conference**, 522 Fifth Avenue, New York City.

The New Deal in Education



- ♦ Just as business men are putting their houses in order to receive the benefits of the "new deal," teachers should re-arrange the curricula of the schools to the extent of making more prominent the teaching of good citizenship and an aggressive defense of justice. The theory of "rugged individualism" and "ruthless competition" must give way for a definitely planned economic system.
- ♦ Some people may say that this is all an idle dream, that "business is business" and has nothing to do with ethics and altruism. It is a sufficient answer to make that the violation of ethical principles certainly had something to do with the collapse of business and our economic structure.
- ♦ As molders of the mind of youth it is the teacher's opportunity and duty to give the youth of America a real understanding of the wrongs in recent economic practices and a burning zeal to correct them.

—J. W. S.

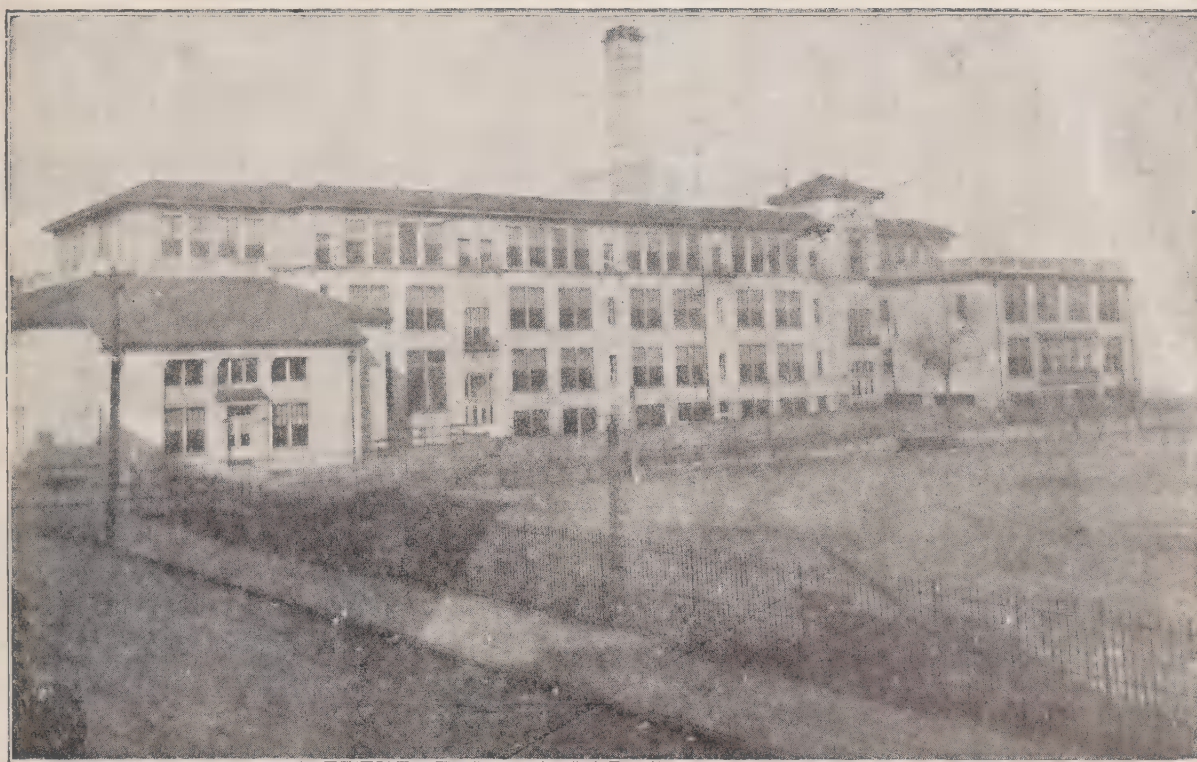
The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XII

CHARLESTON, W. VA., MARCH, 1934

NUMBER 6



HARRIET BEECHER STOWE JUNIOR HIGH SCHOOL

Cincinnati, Ohio

Published Six Times Yearly

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STATE TEACHERS ASSOCIATIONS

State, President, Place and Date of Next Meeting:
Alabama—J. D. Drake, Normal—Montgomery,
March 22-24, 1934.

Arkansas—James E. Wallace, Fordyce—Pine Bluff,
April 20-21, 1934.

Delaware—J. R. Webb, Laurel—Dover, November,
1934.

Dist. of Columbia—M. Grant Lucas, 1738-9th St.,
NW, Wash., D. C.—Washington, October, 1934.

Florida—C. S. Long, Jr., Pensacola—Tallahassee,
March 22-24, 1934.

Georgia—F. R. Lampkin, 445-5th Ave., Columbus—
Atlanta, April, 1934.

Kentucky—R. B. Atwood, Frankfort—Louisville,
April 18-21.

Louisiana—R. C. Ricard, New Orleans—November,
1934.

Maryland—C. L. Davis, 1821 McCulloh St., Balti-
more—Baltimore, November, 1934.

Mississippi—P. S. Bowles—Jackson, April 19-21.

Missouri—U. S. Donaldson, Sumner High School—
Kansas City, November 7-10, 1934.

New Jersey—Miss Frances O. Grant, Bordentown
—October, 1934.

North Carolina—O. R. Pope, Rocky Mount—
Raleigh, March 29-31, 1934.

Oklahoma—C. R. Buford, Berwyn—February,
1935.

South Carolina—H. H. Butler, Hartsville—Colum-
bia, March 15-17, 1934.

Tennessee—R. H. Neville, 555 Stephens Ave.,
Memphis—Nashville, March 29-31, 1934.

Texas—C. O. Rogers, Corsicana—Galveston, Nov.
29-30, Dec. 1, 1934.

Virginia—November, 1934.

West Virginia—E. A. Bolling, Jr., Bluefield—
Harpers Ferry, October, 1934.

STATES COMPRISING REGIONS AND REGIONAL VICE-PRESIDENTS

First Region—Louisiana, Arkansas, Mississippi—
I. T. Gilliam, 1211 Pulaski St., Little Rock, Ark.

2nd Region—Alabama, Florida, Georgia—A. D.
Shores, Dunbar High School, Bessemer, Ala.

3rd Region—Virginia, North Carolina, South Car-
olina—C. A. Johnson, 2310 Stark St., Columbia, S. C.

4th Region—Indiana, Kentucky, Ohio, Tennessee,
West Virginia—W. H. Fouse, Dunbar High School,
Lexington, Ky.

5th Region—Delaware, D. C., Maryland, New Jer-
sey, New York, Pennsylvania—Dean E. P. Davis,
Howard University, Washington, D. C.

6th Region—California, Illinois, Kansas, Missouri,
Oklahoma, Wisconsin, Texas—W. A. Dobson, Box
216, Lima, Okla.

A CORRECTION

The Bulletin wishes to announce that Miss Inez
Labat is president of the New Orleans Teachers'
Association instead of Miss Baranco as mentioned in
the last issue.

THE BULLETIN

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THE NEGRO TEACHER AND A PHILOSOPHY OF NEGRO EDUCATION

By AMBROSE CALIVER

INTRODUCTION

I was sitting in the quiet and shade of a stately maple tree in Rock Creek Park a few days ago trying to organize the thoughts which have finally formed this address. As I picked up my pencil to write the first sentence a leaf fell on my hand. I immediately set up a train of thought concerning the similarities and differences between the life of the tree and my own life; between the life of plants and animals in general and that of mankind.

It seemed to me that the most important similarity between these living things was action. In the tree, action is ceaseless; in the animal, movement is incessant; in human society, change is the dominant characteristic. As long as life lasts, in whatever form, action is unescapable.

Paradoxically, the great difference between the life of plants and animals and the life of mankind seems to concern itself with this same element—action. In the plants, action cannot be controlled by intelligence; in animals, the control of action is of a much lower order than in man; in humans there is the possibility of intelligent control. The term possibility is used advisedly, for, all human actions are not motivated and directed by intelligence. In fact, as will later be shown, only recently have any considerable number of persons realized the need and possibility of applying informed intelligence to the actions of humans.

Another difference, however, occurred to me, which also has to do with action. This diversity is even greater and perhaps more important than the one just mentioned. It is the difference in the extent to which the actions of the individuals and groups of individuals of these various species (plants, animals and humans) are related or may be related to each other. Trees have some relation to each other, especially if they are growing close together, but this relation cannot be compared with that of persons. And, while each of the thousands of leaves on a tree have some relation to each other, the falling of the maple leaf on my hand effected no such repercussions in the family of leaves as results when a human being drops from the stage of action. Similar analogies may be found in the animal kingdom, reference to which will be made later. Now, it is the need of an informed and critical intelligence in and the moral relationship of our actions to which your attention will be directed as we discuss the Negro Teacher and A Philosophy of Negro Education.

SCIENCE AND MODERN CIVILIZATION

Before attacking our specific problem, however, it

will be necessary to orient ourselves to our present social order and inquire into the place of education as an instrumentality in reconstructing our lives into an intelligent and integrated culture.

Technological Progress

The chief features which distinguish our modern western culture from that of other cultures are its scientific and technological characteristics. It is not necessary to go into detail in describing the rapidly changing nature of our civilization. We all know how the application of the scientific method to our actions has resulted in the "abolition of distance"; how improvements have been made in transportation and communication facilities; how man has increased his power seventy fold; how these movements have changed the whole complexion of our society and our mode of living—our food, clothing, and shelter, as well as our work and our play. Moreover, we are equally aware of the changes which have been effected in our social, economic and political life, our education, our morals, and in our religion. Society today is as different from that of a hundred years ago as can possibly be conceived. These are achievements of which we might be proud had they evolved consciously, were they the results of predetermined goals, and if they were at present moving in the direction of a constructive and satisfying society in keeping with the fundamental principles of our democratic life. However, as regrettable as it is, no such happy results can be claimed.

Lack of Coordination

There has been a notable absence of continual, critical, and intelligent planning; experimentation; testing; and revision in light of the growing needs of individuals and of society. Each phase of our society and each individual has developed independently. Science has been applied to each economic and industrial unit without reference to its relationship to the others. Similarly, social, educational and religious institutions have evolved in an independent manner, complacent with respect to the economic forces in and through which they were compelled to operate and by which they were largely controlled. Hardly as much conscious relationship existed between them as is found between the relationship of the plants of a forest and the leaves of a tree mentioned earlier, or between a herd of cattle in Texas and a flock of geese in Kentucky.

Because of this lack of coordination and because of the development of various life activities into separate "compartments" instead of a unified whole, our society is disorganized and has practically col-

lapsed, and the people are in a state of great confusion. A few persons are beginning to realize the mistake of not applying informed intelligence and critical evaluation to these various realms of activity. It is slowly being learned that extreme individualism, both in personal development as well as in group activities, inevitably leads to a restricted, *laissez faire* policy, destined to result in a non-cooperative and anti-social state.

Dominant Motives

In the past, and even at present, the persons responsible for advancement in the many spheres of life have been persons of abundant energy, with aggressive temperaments. This tended to make them lean toward direct action rather than toward reflection. They were encouraged by the spectacular results which they achieved and hence were disposed to discount the method of inquiry, thought and critical examination of their actions. This method was too slow and impeded their progress too much. The necessity for action was so urgent, the demands were so pressing and men were so close to materials and processes that there was no time nor disposition to develop perspective, to apply informed intelligence to action, or to try to see and understand the immediate implications and future bearings of their "supposed" progress.

But since the necessity for action is unescapable, there must be some dominating method and spirit to control it. We find that there have been many methods used to regulate action; "There is the method of external authority dictating conformity to its requirements under penalty of suffering. There is the method of custom, of walking by precedents of the past. There is the method of routine, of persisting automatically, without asking for a reason, in the paths worn deep, smooth, and easy by long repetition. There is the method of self-interest of individuals or of a class dressed up to look like public service. There is the method of trial by force, to see which is stronger in cannon and gunpowder, or in command of money and credit."¹ And then, there is the method of partial and restricted use of science, aborted for selfish and individualistic purposes. History shows that all of these methods have been more widely used and more influential in the life of humanity than have the methods of science and experimentation.

Lack of Moral Purpose

In spite of the marvelous progress which has been made in science and technology; in the general growth of the intellectual powers; and in the increase in material wealth, our civilization, when measured in the balance of moral values, is found wanting. In material progress, for a few persons, we seem to have approximated the summit, but for the masses

there is still great want and destitution. Theoretically, our moral and social life has improved greatly, yet social maladjustments abound and we are morally corrupt. Our intellectual and religious advancement have increased beyond the most sanguine hopes, still we are unable to think directly and clearly and we are without spiritual moorings.

This state of affairs exists because we have lost sight of the spiritual values of life and have allowed our material and intellectual progress to blind us to their moral implications and relationships. Our individual and group life have not been imbued with right motives and impulses. As a result, we have war, crime, racketeering, poverty, injustice, disorganization of the home and mal-administration in government and other public enterprises.

It was said in the introduction that "the falling of the maple leaf on my hand effected no such repercussions in the family of leaves as results when a human being drops from the stage of action." Now, the characteristic which causes this difference between the leaf and the human is a moral quality. And, the fact that the evils cited above can exist in a highly civilized nation reflects the alarming extent of our moral lethargy and spiritual decadence. Science which was not directed by high moral purpose was a dangerous, yea, deadly weapon; in the hands of irresponsible and immoral persons it frequently became a curse rather than a blessing. Skill without the restraining power of morality has been aborted to selfish ends. The accumulation of knowledge and materials without any clear idea of how they may be used for personal and social advancement and uplift became a vain pursuit.

EDUCATION AND MODERN CIVILIZATION

In view of the lack of coordination in our technological progress and the lack of moral purpose underlying our actions, there grew up a separation between knowledge and conduct and between theory and practice. Men of action looked upon education as impracticable and theoretical; something that might be good for children, but which had no relationship to adult life and the work-a-day world; and schools stressed intellectual matters and minimized the spiritual values.

However, since, more recently, the schools have come to be considered as the chief agency for education; for initiating and developing ideas; for furnishing knowledge; and for promoting intelligence a few persons have very belatedly come to the school and to educators in the hope of extricating society out of its state of confusion.

But the schools have been unable to render the desired assistance. This inability has been due to three causes: First, the school, as a social institution, has been a victim of the same disintegrating forces which have operated in the other spheres of our life which we have just described; consequently, school people are as confused as those in other walks of life.

(Continued on Page Ten)

¹The Education frontier, Century company, New York, 1933.

GUIDANCE ACTIVITIES AT THE HARRIET BEECHER STOWE JUNIOR HIGH SCHOOL, CINCINNATI, OHIO

By JESSIEMAE GROSS-HARRIS, Vocational Counselor

The Harriet Beecher Stowe Junior High School is located in the western section of the city of Cincinnati, Ohio, in the center of a large population of Negroes. This large population of Negroes is due to the migration of Negroes from the South between 1910 and 1920.

In 1910 the Negro population of Cincinnati, was 19,639, and in 1920 it had increased to 30,079, an increase of 53.2%.¹ Nine-eighths percent of this increase was in the four wards, fifteenth, sixteenth, seventeenth, and eighteenth,²⁻³ known as the West End, in the heart of which is located the Harriet Beecher Stowe Junior High School.

The Harriet Beecher Stowe Elementary School, out of which grew the Harriet Beecher Stowe Junior High School, could not meet the needs of the large number of adolescent boys and girls who came into the community during the migration, and to meet the needs of these boys and girls a junior high school was established by the Board of Education of Cincinnati, Ohio, June 23, 1924,⁴ under the direction of Dr. Jennie D. Porter, principal and founder of the Harriet Beecher Stowe School.

Located as the Harriet Beecher Stowe Junior High School is, in the center of a large population of Negro adolescent boys and girls, it has an unusual opportunity to render valuable service in the preparation of citizens of tomorrow. Educational authorities interested in the junior high school movement have designated definite and important objectives in relation to the development of future members of society, and one of these objectives is guidance.

We understand that the underlying philosophy of the junior high school movement rests in the attempt to meet the needs, capacities and interests of pupils of the early adolescent period, and provides for proper differentiation of activities to foster the most effective development of the individual's powers.⁵ In like manner the philosophy which underlies the guidance movement grants that there is marked variety in inborn gifts; that the greatest happiness and the highest efficiency result from the exercise of native talents. To give each of the members of the Harriet Beecher Stowe Junior High School an opportunity to

find himself, the Guidance Department was added to the junior high school program, September 9, 1931. The writer, a teacher in the school, was selected as Vocational Counselor to direct the guidance activities of the school. This department began under the supervision of Miss Mary P. Corre, Director of Research and Counseling Division of the Vocational Bureau of the Board of Education of Cincinnati.

The ultimate aims of the guidance program are to provide an educational and vocational service adapted to the needs of its pupils, and to enrich the school's service through an adequate articulation with home and community. It hopes to do this by studying, and as far as possible, understanding the individual members of the junior high school; by providing adequate classification of pupils with respect to subjects and activities; by promoting the life career motive so that all will be exceedingly interested; by cooperating with the home to secure normal home contacts which will result in better preparation of school work and more careful attention given to the health of the children; by providing counseling both educational and occupational and follow up for pupils in the schools by helping those graduates who are pursuing higher courses and those who are seeking occupational adjustment and readjustment; by providing a more complete cooperation with those agencies in the community which can contribute to the development of our guidance service; by providing information and an explanation of leisure time activities and by stimulating self guidance.

The activities of this department are administered through classes in school opportunities, and classes in occupations, individual counseling, home-room activities, vocational clubs, assemblies, trips, an inspirational bulletin board, grade forums, graduate clubs and parent guidance classes.

The school offers exploratory subjects and activities, classes in school opportunities and occupations, and individual counseling. These, according to J. M. Brewer, represent the vestibule to occupation, then it is left to the individual pupil to choose which door he is to enter.

Subject instruction in English, Mathematics and Social Studies contains fundamental principles, processes and guidance, and while fundamental principles and processes are for the most part tools to work with, they have guidance value so long as they are applied.

Fine Arts and Practical Arts offer splendid opportunities for vocational guidance.

In the seventh grade one period a week is given to the study of School Opportunities. The ultimate aim of this course is to give the pupils of the seventh grade information concerning subjects, courses,

¹United States Census No. 14, Vol. II, 1920, p. 51 (Table 16).

²United States Census No. 13, 1910 (Abstract with Supplement for Ohio), p. 633 (Table 5).

³United States Census No. 14, Vol. III, 1920, p. 800 (Table 13).

⁴Official Proceedings of the Board of Education, Cincinnati, Ohio, June 23, 1924, p. 37.

⁵Boyer, Adjustment of a School to Individual Needs, p. 115.

schools, and some of the opportunities offered by each, and how to succeed. The boys and girls are made aware of the fact that the junior high school was organized to make special provision for them; that specially adapted subjects and activities were placed in the curriculum to give each one a chance to explore his own interests, and to be conscious of the fact that he is finding out what he needs to know about each subject and activity in order to become better acquainted with himself, and as a result be able to make wiser selections of thoughts and actions that will lead him to a well thought out goal; which is the lot of every happy and useful citizen. The point of departure in attaining this goal is an acquaintance with subjects and activities as such, their duties, and how to meet their requirements. This is achieved by pupils either as a committee or as individuals having conferences with teachers in whose subject fields they are working; trips to different types of schools; committee and individual reports, socialized recitations, talks by workers of various educational levels, and by each pupil keeping an illustrated notebook.

In the eighth and ninth grades one period a week is given to each of the sections of the eighth grade and the ninth. This class is known as Occupations. The ultimate aim of the Eighth Grade Course in Occupations is to have the pupils become acquainted with the nine major groups of occupations and a large number of occupations of each group; and by self analysis get well acquainted with himself that he might know what stock he has on hand or can develop for the occupation of his choice. He learns definite techniques and methods for studying and judging occupations and seeing the relation he bears to each of them, and what he needs for success in any of them. He is given the task of finding out the number of Negro workers in each of the nine major groups in the United States as a whole, and Cincinnati, in particular. He is made aware of the changes that are taking place in the different types of work the Negroes are doing now; the types of work in which they are increasing and those in which the numbers are decreasing. He learns to collect information from books, magazines, pamphlets, by observing workers on their jobs, and by talking with workers in different types of work. He learns to organize his work in an informational outline, and how to present the work to his classmates or to a group of parents. He is inspired by studying the lives of successful workers in each of the nine major groups of occupations, and especially by reading the biographies of successful Negro workers.

After laying this foundation he should then be ready to exercise his ability to select some of the occupations in which he is interested and in which he believes he has ability. This is the work of the ninth grade. He then makes a choice of three occupations, known as his first, second and third choices. An intensive study of his first choice is made. The con-

tract method is used. Information is collected, organized, evaluated; themes are written, rating charts and self analysis blanks are filled, and all are placed in a booklet known as "My Career Book." Each booklet cover is specially designed to depict the occupational choice of each pupil of the ninth grade, under the supervision of the art instructor. After the first choice is studied information is collected for the second and third choices. These choices may remain throughout life or they may change; yet when a choice is made by the pupil he becomes aware of the necessity of analyzing himself and finding out his abilities, and the necessity of receiving the proper training in order to do his part of the work of the world. He has learned the technique for studying and judging occupations, and it is based on facts and realities rather than theories.

It is hoped that the real significance of the work of the guidance department will be seen in the enriched lives of the pupils; that the activities will help each boy and girl to become career minded; that this motive will serve as a drive to make each one prepare himself efficiently to render his greatest service to his fellowman.

NATIONAL CONFERENCE ON EDUCATION OF NEGROES TO BE HELD MAY 9-12

At the joint meeting the National Advisory Committee on the Education of Negroes and the Planning Committee of the National Conference on the Education of Negroes which was held in Cleveland in connection with the meeting of the National Education Association's Department of Superintendence the dates for the Conference to be held in Washington were set for May 9-12. Both Committees were well represented by members from various parts of the country.

In addition to the report made by Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, on the regular work of the Federal Office of Education for Negroes and the general plans for the Conference, chairmen gave reports of the progress of their committee work. Those reporting and the committees they represented were: Mr. E. T. Attwell, Recreation and Leisure Time Committee; Mr. T. Arnold Hill, Committee on Vocations; Mr. F. O. Nichols, Committee on Health; and Mr. Fred McCuiston, Committee on Financial Support of Education. The following chairmen who were unable to attend the meeting sent written reports: Mrs. Mary McL. Bethune, Home Life; Dean V. E. Daniel, Citizenship; and Dr. Willis J. King, Ethics and Morals.

In bringing a word of greeting to the group, Dr. George F. Zook, U. S. Commissioner of Education, said that he was tremendously interested in the Conference being planned and that he considered it an appropriate time to review what has been done in education of Negroes in recent years, and to make plans for the future.

THE JUNIOR HIGH SCHOOL AND THE DEPRESSION

HARRY T. PRATT, Principal Dunbar Junior High
School, Baltimore, Md.

The junior high school is the New Deal in Education. It is not a mere administrative shuffling of the old order. Facing the realities of social and economic change in America, the junior high school stands for a more vital concern with the interests and purposes of children of the early teen-ages as growing human beings. Every normal boy and girl of junior high school age has a right to find, through trial, that medium of expression in which he or she can be intelligent, happy, eager, cooperative, ambitious, honest, and frank; has a right to discover and develop to a rich maturity his or her best social self.

The junior high school sets up a positive, diversified, inclusive educational environment giving a new emphasis to art, music, mechanical processes, social behaviors, athletics, dramatics, and such concrete skills as are involved in the mastery and newer applications of the old fundamentals—reading, writing, arithmetic.

How do I know this?

I am principal of a modern junior high school. It houses grades 7, 8 and 9 in a new building especially designed for junior high school purposes. It is located in the heart of a neighborhood thickly populated, with very little in the environment outside the school to stimulate boys and girls to understand and appreciate our modern world, or to be better boys and girls or to become the best possible men and women.

In this junior high school, I have seen adolescent boys and girls coming into the seventh grade immature, uncertain of themselves, and with personal resources—abilities and traits of character—undiscovered, unexplored, hardly tapped. I have seen these same boys and girls after three years of study and guidance in the junior high school leave the ninth grade upstanding, with a new knowledge of themselves and their powers, and with intelligent attitudes toward the major problems of the civilization in which they live and in which they must play effective, wholesome parts.

An editor from a section of the country a little farther west, after a visit to our school, went home and wrote for publication that what interested him most on his trip east was none of the usual things, such as, the sidewalks of big cities, or the ecstasies of the receptions and public entertainments he attended. The thrill of his life was his visit to Dunbar Junior High School in Baltimore where he saw colored boys and girls in school learning, growing, attentive, interested in their work and conducting

themselves with such courtesy, efficiency, high morale and good will that he declared, "If I ever become discouraged, disheartened, pessimistic about the future of colored people in these United States of America, the memory of what I saw of those boys and girls in Dunbar Junior High School will drive away my fears and renew my faith."

Education in Baltimore is conservatively progressive or progressively conservative, whichever way you care to put it. Our superintendent frequently emphasizes this fact. Our school board does not rush headlong into new experiments. It studies very carefully reforms in the educative process and in educational administration, and then adopts the demonstrated best, all the while keeping open mind to new knowledge and further advance.

An accumulation of evidence led to the conviction that the traditions and practices of the seven and eight grade elementary school organization were inadequate to prepare boys and girls in their most formative years either for further study or for modern life. The three R's might have sufficed for the pioneer period when life was comparatively simple; but for the more complex social, political, and economic organization of today, the traditional elementary school organization had serious limitations, not the least among them being excessive retardation and educational morality in the upper grades. The enriched curriculum, the informed guidance, and the opportunities for self-expression and development of wholesome personality in the junior high school have changed all that. Surveys have shown that in the little more than twenty years of existence junior high schools have increased from one to more than nine hundred and have realized most of them major objectives.

But they now face an economic depression. Movements have sprung up in some places to curtail the educational opportunities I have described. They are said to be too expensive. There is danger that education which exalts spirit over things, which leads to mastery over things, will be mastered by things. We face the danger of violating the spirit of youth. And if we do, the country will agonize over the fact a long time; for crimes against the youth of today cannot be retrieved tomorrow. The youth of today will be permanently handicapped. In this there is nothing new. It has been the fate of every society that devoured its own young.

Do not despair. Some hopeful signs have appeared. The radio address of the President of the

(Continued on Page Thirteen)

THE EDITOR'S PAGE

LITTLE JOURNEYS OKLAHOMA

Oklahoma Association of Teachers in Negro Schools held a successful meeting at Muskogee, February 8-10. The cause of the National Association of Teachers in Colored Schools was presented by the Executive Secretary. Professor W. E. Anderson of Okmulgee was made chairman of a committee to interest Oklahoma teachers in the program of the National Association. The Booker T. Washington School, Sapulpa, through Professor W. E. Day, enrolled 100% in the National. Throughout the state leaders in education are strong in their support for a national organization that will bring the weight of its influence to bear upon educational conditions affecting Negroes throughout the country.

SOUTH CAROLINA

The Palmetto State Teachers Association met at Columbia, March 15-17. Professor H. H. Butler and his Executive Committee prepared a splendid program. The State Superintendent of Education; the Executive Secretary of the N.A.T.C.S.; Superintendent Garnet C. Wilkinson; and others were speakers at the meeting. There was a large attendance of teachers all of whom were very much interested in securing relief from present conditions that involve very low salaries of Negro teachers, shorter school terms and lack of suitable buildings. The Association elected five delegates to the meeting of the National in Baltimore, July 31-August 3. The Association put itself on record to support the program of the National Association of Teachers in Colored Schools. The annual report of Professor John P. Burgess, Executive Secretary of the Palmetto Association, was received with satisfaction. Professor Burgess reported more than 3,000 members of the Association.

THE NATIONAL EMERGENCY IN EDUCATION

Several bills are pending in congress to relieve the serious financial condition affecting schools in many states. Hearings have been held by congressional committees at which leaders in education have stressed the seriousness of this situation. In many instances schools cannot continue unless the Federal Government comes to the relief of the states. The most serious conditions may be found among Negro schools. In a number of states Negro teachers' salaries have been reduced to a paltry sum, school terms have been shortened, and buildings and equipment are inadequate. These teachers in many instances are rendering service for a salary that is barely sufficient to purchase food and clothing to say nothing of other necessities and to provide funds by which they may continue to prepare themselves for service.

Among educators there is objection to federal con-

trol of funds appropriated for education, but Negro leaders are urging that whatever funds are allotted to the states for education shall include a definite provision to safeguard the interests of Negro teachers and schools. Past experiences have shown that Negro schools in many states where there are separate schools have not benefitted as they should have from funds appropriated by the Federal Government for education. If the Negro is to receive just consideration it must be through the attaching of strings to federal appropriations that will guarantee such justice.

The N. A. T. C. S. is interested in securing relief from the Federal Government for education that will bring Negro schools up to the same standard as other schools in America in point of salaries of teachers, length of school term, buildings and equipment.

FREDERICK DOUGLASS MEMORIAL

A campaign is being conducted to beautify the grounds of the Frederick Douglass Memorial Home on Anacostia Heights. This project is being sponsored by Negro school children who are evincing a great deal of interest. The plan is for each school child to contribute a penny which will go towards the beautifying of these grounds. The National Association of Teachers in Colored Schools, at its meeting in Louisville, Kentucky last summer, gave its endorsement to this project. The Washington Evening Star in an editorial said:

"Time was, some forty years ago, when the erstwhile chattel was a leading personality in the Federal Capital. The entire community was familiar with his name and among his most distinguished contemporaries there were few, if any, who were not proud to acknowledge his acquaintance. Five Presidents in succession appointed him to important public office or retained him therein. He was in turn District marshal, recorder of deeds and American Minister and consul general to Haiti, and in each of these several posts he served with unblemished credit. But he is best remembered for the contribution which he made, as orator and publicist, to the welfare of the Negro race during the difficult reconstruction period. Wise leaders were needed in that era of trial, and Douglass was one of them—a statesman in the authentic meaning of the term."

The children of the nation may take just pride in the inheritance they have received from those men and women who in the early days of freedom laid the foundation for the progress of the Negro race. Much that we enjoy now is a result of the wisdom and foresight of those leaders. Each child that makes a contribution to this cause will take pride in the shrine that was established by earnest women who made many sacrifices to preserve the home in which lived

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THE PROBLEM OF NEGRO EDUCATION PRESENTED TO THE DEPARTMENT OF SUPERINTENDENCE OF THE N.E.A.

By WM. W. SANDERS

The National Association of Teachers in Colored Schools is interested in improving educational conditions affecting Negroes in America and in securing for Negro youth opportunities that will guarantee adequate facilities that will enable Negroes to prepare themselves for the enjoyment of the fundamental objectives in education.

Teachers in Negro schools have little influence in the formulation of school programs and are rarely ever consulted in the organization of curricula, the selection of text books, the administration of programs, and the type of support that should be given Negro schools. In a majority of states maintaining separate schools for Negroes, levies are made with the Negro having no part therein. The race is therefore almost entirely dependent upon the generosity and good will of the majority group for whatever consideration that is given to the education of his children. In spite of the many friends of Negro education, who have made a splendid contribution and in spite of the progress that has been made, Negro schools as a rule are far inferior to other schools in point of physical equipment, length of term, preparatory training, certification of teachers, and salaries paid for instruction. The Negro bears his just portion of general school expense. In one form or another he pays taxes that go to the general support of all schools, but he is frequently compelled to lay an extra tax on himself in order to secure minimum school facilities. That he is willing to do this demonstrates his eagerness to prepare himself for participation in the affairs of his country.

A democratic system such as is our American government, must finally depend on an intelligent citizenship for its stability. The nation cannot attain its highest ideals with a well trained economic and social group at the top and a poorly trained economic and social group at the bottom. The best statesmanship dictates that there must be a democracy in education in which all groups and races share in proportion to their needs rather than in ratio of the numbers they bear to the population. The general public responsible for educational support must be brought to the realization that there is wisdom in giving to Negroes every opportunity and facility for securing an education that is given to others.

We believe that the N.E.A., being the most potent influence in education in America, can and should take the lead in securing for all people in this country an equal educational opportunity. This interest

should not be expressed in mere general terms that may cause a misapplication of its principles, but every program of education in America should definitely and specifically include the education of the Negro. We believe, therefore, that this organization, (N.E.A.) can assist in the education of Negroes, first: by endorsing a program that will include in text books and courses of study information as to the history, traditions, economic, social, and intellectual contributions of Negroes, both to the world and to American progress, so that the Negro child may gain a thorough appreciation of himself, and the part that he has in the political, social, economic, and intellectual progress; and that the white child may gain an appreciation of the Negro and the contribution he has made to civilization. This will cause mutual respect on the part of both races:

Second: The N.E.A. may assist in the education of Negroes in America by advocating equal educational opportunities and facilities for "all the children of all the people," so that the term, education, may become all inclusive and that the term, Negro education, may be once and for all time removed from our thinking.

Whatever position one may take on the question of separate schools for Negroes, all should agree that there should be one educational system. In other words, if there are some white people and Negroes who believe in separate schools as a principle, these people should recognize the justice of having all schools governed by the same administrative authority with no difference in courses of study, salaries of teachers, length of school term, and the providing of proper facilities for education of all the children. There should be no division of opinion as to the wisdom and justice of a single school system that is administered in the interest of all, irrespective of race or color.

Third: the N.E.A. may Assist in the education of Negro youth by including the above in its program and literature so as to quicken the American conscience and bring about a favorable reaction to the education of all citizens and their children.

FREDERICK DOUGLASS MEMORIAL

(Continued from Page Eight)

the most famous of Negro leaders.

Contributions may be sent to the Executive Secretary of the National Association of Teachers in Colored Schools, Henry Wilson School, 17th and Euclid Sts., N. W., Washington, D. C.

THE NEGRO TEACHER

(Continued from Page Four)

In the second place, people in general, and teachers in particular, have considered the school as the only educational agency, disregarding the fact that in the largest sense life itself is educational in nature, and that every phase of it has its educative influence. Third, the school has in most instances ignored its larger responsibility of character development and moral culture; and where this responsibility has been sensed, adequate and appropriate materials and methods were often lacking.

Schools a Reflection of General Culture

As to the first cause, we have failed to recognize the fact that the schools are a vital part of our general culture, and as such are colored by all the forces and activities operating therein. As a result of the pressure of economic, social, and political forces, and of their control over education, we find the schools not only lagging behind in their development, but also conforming to the general cultural patterns set by these other forces. We find them not only adapting their materials and programs to the patterns set by these economic and social agencies, but their methods are cast in the same molds and their pace geared up to the same tempo.

Compartmentalism, materialism and speed. The "compartmentalism" found in our general culture patterns is reflected in the schools through their organizations, their curricula, and their subjects. There has been as little coordination between the various phases of school work as was found in the various phases of our social and economic culture. Each level of schooling, each department, each subject-field, and frequently each course within a given subject-field has gone about its merry and individualistic way, almost as oblivious to its relationship to the others as the leaves on a tree. A thirst for quantity and mass production is seen in the growing multiplicity of courses through curriculum expansion. The materialism of the age is reflected by our emphasis on units, credits, diplomas, certificates, and degrees. And finally the speed complex of our modern western culture is revealed in our time schedules and the desire to cover as much academic ground with as heavy a load, in as short a time as the "traffic" will stand.

Dewey on knowledge. In speaking of the school's use of knowledge John Dewey said, "It has been treated as accumulation of information with little reference to perceived bearing of what is acquired. The criterion for selection of particular bodies of information taught has been some standard of the past regarding culture or utility, rather than connection with values of the active present. The emphasis on information apart from purposed bearing and application has affected the governing concepts of learning and its methods. The former has been thought of as something stored in books and the

heads of learned men, and the latter as transmission by a kind of scholastic pipe line into the minds of pupils whose business is to absorb what is transmitted."¹

Dickens on Cramming. The evils of our present educational system are not new as attested by Charles Dickens in his *Dombey and Son*, which is thought by some to be the greatest book ever written to expose the evils of cramming, just alluded to in the quotation from Dewey. The chief characters, "Doctor Blimber, Cornelia, his daughter, and Mr. Feeder, when closely studied represent in varied phases of their work all the worst phases of cramming."

"Whenever a young gentleman was taken in hand by Doctor Blimber, he might consider himself sure of a pretty tight squeeze. The Doctor only undertook the charge of ten young gentlemen, but he had always ready a supply of learning for a hundred, on the lowest estimate; it was at once the business and delight of his life to gorge the unhappy ten with it.

"In fact, Doctor Blimber's establishment was a great hothouse, in which there was a forcing apparatus incessantly at work. All the boys blew before their time. Mental green peas were produced at Christmas, and intellectual asparagus all the year round. Mathematical gooseberries (very sour ones too) were common at untimely seasons, and from mere sprouts of bushes, under Doctor Blimber's cultivation. Every description of Greek and Latin vegetable was got off the driest twigs of boys, under the frostiest circumstances. Nature was of no consequence at all. No matter what a young man was intended to bear, Doctor Blimber made him bear to pattern, somehow or other. This was all very pleasant and ingenious, but the system of forcing was attended with its usual disadvantages. There was not the right taste about the premature productions, and they didn't keep well. Moreover, one young gentleman, with a swollen nose and an excessively large head (the oldest of the ten who had "gone through" everything) suddenly left off blowing one day and remained in the establishment a mere stalk. And people did say that the Doctor had rather overdone it with young Toots, and that when he began to have whiskers he left off having brains.

"... The young gentlemen were prematurely full of carking anxieties, inflexible syntactic passages, and ghosts of exercises that appeared to them in their dreams. Under the forcing system, a young gentleman usually took leave of his spirits in three weeks. He had all the care of the world on his head in three months. He conceived bitter sentiments against his parents or guardians in four; he was an old misanthrope in five; envied Curtius that blessed refuge in the earth at six; and at the end of the first twelve-month had arrived at the conclusion, from which he never departed, that all the fancies of the poets, and

¹The educational frontier. Op. cit.

lessons of the ages, were a mere collection of words and grammar, and had no other meaning in the world."¹

School Not the Only Educational Agency

Belief that the school is the only educational agency was given earlier as the second factor making it difficult for it to answer the call of society for help. In order to show how unsound is this belief, it is only necessary to call attention to the nature of education.

Education is that process which so reconstructs our experience and so orders our conduct, that, as a consequence, our subsequent experiences and conduct are influenced and our motives, aspirations, and ideals are changed. There are differences between the education which results from schooling and that which results from the interplay of the general culture complex. These differences are of two kinds: First, the education resulting from schooling is more purposive; and second, that resulting from the impact of social forces is more potent and far reaching. Only as the school recognizes its proper place among the other great educational agencies; gives due consideration to their potency; and assumes its rightful position of leadership in reconstructing our whole culture on the basis of informed intelligence and continual scientific experimentation, can it hope to dispel the confusion now rampant in every sphere of our life.

Schools Must Develop a Philosophy Based on Morality

In the third place, before it can assist in remodeling our society, the school must reconstruct itself. It must eliminate the contradictions now resulting from the "compartmentalism" in educational programs. It must unify its activities and synthesize its goals. It must inject into its procedures motives and purposes which will not only have vital connections with the dominant cultural forces of life, but which will give us a deeper sense of individual and social responsibility for our conduct and which will cause us to cooperate toward a common goal of civic righteousness in the spirit of goodwill and love. It must face present realities, even in "their discords, defects, and perversions." But at the same time become aware of and assist in bringing to fruition those forces which are operating to modify and correct these defects and which are molding new cultural patterns.

This means a development of a philosophy of life. From this will grow a philosophy of education which, it is hoped, will make possible a more integrated civilization which is physically safe, mentally balanced, and spiritually enriched.

THE NEGRO AND MODERN CIVILIZATION

What relation has all this to the education of

Negroes and to Negro teachers? It has three very specific relations: First, Negro life and Negro education are a part of the general culture of which we have been speaking. On a whole, Negroes have profited proportionately from the general advancement of society, and, by the same token have suffered proportionately from the maladjustments and shortsightedness of the age. Second, because of the recent development of Negro education it perhaps does not have as many nor as strong traditions to overcome in effecting its reorganization as is true of the education of whites. And third, intellectual and social reconstruction along the lines suggested in our introduction offers the surest approach to the fuller, freer, and richer life so much desired and striven for by Negroes. **Apropos** of this third point John Dewey says, "Life based on experimental intelligence provides the only possible opportunity for all to develop rich and diversified experience, while also securing continuous cooperative give and take and intercommunication. The method cannot be fully established in life unless the right of every person to the realization of his potential capacities is effectively recognized. For without this condition the full material for judgment of values in action will be absent."¹

NEGRO TEACHERS

Before pursuing further the broader aspects of our topic let us briefly inquire now into the more objective factors as concerns Negro teachers.

Although far behind in many important aspects it is remarkable how Negro teachers have adjusted themselves to the unprecedented educational expansion which has taken place in the race. Receiving their first training from the early consecrated missionaries and teachers of the white race, they have taken the small flickering light handed on to them and have multiplied it thirty, sixty and a hundred fold.

Their Contribution to the Educational Progress of Negroes

They have helped to increase the number of literate Negroes from about 10 percent of the Negro population in 1865 to nearly 85 percent at the present time. They have helped make possible an increase in the Negro population of school age enrolled in school from 2 percent in 1865 to nearly 80 percent at present. They have been one of the important instrumentalities in making possible an increase in Negro public high schools during the past 18 years, from less than 100 to approximately 1200, and of increasing the secondary school enrollment nearly 600 percent during the past decade.

Problems of Qualification and Employment of Negro Teachers

Citation of details here concerning the present status of Negro teachers would become tedious and
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¹Hughes, J. L. Dickens as an educator. New York, D. Appleton and company, 1901.

¹The educational frontier. op. cit.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY OFFERS LECTURES ON NEGRO EDUCATION

Explanatory Statement

The Census of 1930 classifies 11,891,143 people of the United States or 9.7 percent of our total population as persons of African descent. Included in this group are 3,326,482 children of school age, only 69 percent of whom are enrolled in school and for whom the per capita expenditure averages less than one-third of that for white children. All this with its related issues of physical, social, economic, political, and spiritual well-being for Negroes constitutes a major problem of American life and one in which educators and social workers are becoming increasingly interested.

Realizing this general interest in Negro welfare Teachers College is now offering both a Unit course and a regular two-point course in this field. To supplement the class discussions of this regular course and provide the Unit course scheduled a special series of five lectures has been arranged as announced above.

These lectures will be presented by foremost authorities in the field of Negro life and are open without fee or card to all students of the University and others interested.

Wednesday, March 7, 8 P. M.

The Negro in Industry and Urban Life—Mr. Eugene Kinckle Jones, Executive Secretary of the National Urban League, New York City, and Economic Adviser on Negro Affairs of the U. S. Department of Commerce, Washington, D. C.

Speakers of this Series

The National Urban League, directed and developed by Mr. Jones since 1911, is one of the most important organizations in Negro life. Its chief purpose is to further the welfare of Negroes in large cities, particularly in matters of employment, housing and general social and economic progress. Local leagues are now functioning in forty-three of our largest cities and the National Headquarters maintains a Department of Research and Investigation and another of Industrial Relations, all operating on a budget of a half-million dollars a year.

Wednesday, March 14, 8 P. M.

The Negro in Agriculture and Rural Life—Mr. Henry A. Hunt, Principal of Fort Valley Industrial School, Fort Valley, Georgia, and Director, Negro Division of the U. S. Farm Credit Administration, Washington, D. C.

For the last thirty years Mr. Henry A. Hunt has been building up the Negro rural life of Georgia. No man in the country knows the rural Negro better or has better ideas for his salvation. In 1931 Mr. Hunt received the gold award in education from the Harmon Foundation and during the past summer he was appointed to his present position with U. S. Farm Credit Administration in Washington.

Wednesday, March 21, 8 P. M.

Negro Schools in Depression—Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, U. S. Office of Education, Washington, D. C.

As the first colored member of the Federal Office of Education Dr. Caliver is doing outstanding work and rendering notable service to the cause of Negro education. He was formerly Dean of Instruction at Fisk University and his doctor's degree is from Teachers College. Within the next few weeks Dr. Caliver will hold a National Conference on the Education of Negroes in Washington, D. C., which has been planned to attract the attention of the whole country to the achievements and further needs of Negro schools.

Wednesday, March 28, 8 P. M.

Effects of The Economic Depression Upon the Civil Rights of Negroes—Mr. Walter White, Executive Secretary of the National Association for the Advancement of Colored People, New York City.

Mr. White is a foremost leader among the younger thinkers on the race situation as his several books and many articles ably testify. In 1927-28 he was awarded a Guggenheim Foundation fellowship for study abroad and in 1929 he issued an impressive study of lynching entitled *Rope and Faggot*, published by the Alfred A. Knopf Company of New York.

Wednesday, April 4, 8 P. M.

Gains and Losses and Future Outlook—Dr. Channing H. Tobias, National Council of the Y. M. C. A., New York City.

As Senior Secretary of the Colored Work Department in the National Council of the Y. M. C. A., Mr. Tobias has had large and varied contacts in all phases of social, racial and welfare work. In addition to constant study, travel and lecturing in the United States he has fulfilled several assignments abroad including a study of Y. M. C. A. activities in various European countries in 1921; attendance at the Pan-African Congress in London during the same year; and membership in the World Conference of the Y. M. C. A. at Helsingfors, Finland, in 1926.

THE NEGRO TEACHER

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be altogether unnecessary, for you are fully aware of the inadequacy of the education of Negro teachers; of the meager salaries which they receive; of the high turnover among them; and in general, their lack of professionalization. Also, some of you are familiar with the many and peculiar problems involved in the education and employment of Negro teachers—problems of supply and demand, certification, practice teaching, curricula patterns, and cur-

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A CHALLENGE TO GEORGIA TEACHERS

The Negro teachers of Georgia have been struggling manfully to build up their State Teachers Organization. They have made excellent progress along this line especially in some sections. The District meetings where they function are a distinct forward step. But Georgia teachers have not realized the added strength that can come to them in their struggle for professional recognition by joining themselves with the great fighting body of progressives from all of the states that make up the National Association of Teachers in Colored Schools.

What the National Association has done to bring increased recognition to the humblest and most poorly paid Negro teacher in the South, who has never joined the Association and has probably never even heard of it, is worth our serious consideration. The front line of progress is not a straight line. Some sectors are pushing ahead and gaining strategic territory while another sector is still in the rear; but the rear sector gets the advantage of the contact always established with the advanced line.

Miss Fannie C. Williams in the White House Conference attended by many Southerners of reliable tendencies, as well as others whose worst fault is mere indifference, did yeoman service for the submerged teacher and the submerged child. It was as president of the National Association of Teachers in Colored Schools that this splendid woman and teacher brought our case before America.

For the first time the National Education Association has discovered that the Negro teacher is also a part of the great professional army. The Department of Superintendence has put Negro teachers on its important committees. It was the National Association of Teachers in Colored Schools that made the first difficult contacts between the Negro teachers and the National Education Association.

Georgia Negro high schools and colleges are enjoying the recognition of the Southern Association. They may accept this gift of recognition quite matter-of-factly, but it was no matter-of-fact situation when the National Association of Teachers in Colored Schools was on the front line bringing this matter to the attention of the Southern white educators and keeping it before them in spite of all efforts to dispense with it.

The cause of the Negro school child and of the Negro teachers cannot be won unless a militant national organization is maintained. Georgia should do her part on the national firing line. There are at least five hundred administrators who could with all ease support the N. A. T. C. S. with their membership fee. The teacher's first obligation is to his profession and the small amount that the Negro pays to maintain professional morale organizations has paid excellent dividends. What might he re-

ceive from a larger investment? Georgia collectively must support the National as Professor Henry Hunt has done for so many years as a trustee. Georgia teachers must "Do Their Part" by the National Association of Teachers in Colored Schools.

—W. A. Robinson, Principal Atlanta University Laboratory Schools.

THE JUNIOR HIGH SCHOOL AND THE DEPRESSION

(Continued from Page Seven)

United States was an exaltation of spirit over things—a call to larger faith and works. Though primarily addressed to the business interests and organizations of the country, its influence will transcend buying and selling. Education will feel the stimulus of the better times envisaged. After every depression education has gone ahead faster than before. Children must be much better educated for the new social and economic life which is in the making. It will become the fashion to exercise thought, to enrich the emotions, to follow exalted ways, in all of which the junior high school stands pre-eminent in our educational scheme.

Will it survive?

Let me tell you something that happened last Spring in my home city. The school budget had been heavily cut. During the preceding dozen years, the school had been developed along the lines laid down by a survey committee of experts from the Teachers' College of one of our largest universities. During the depression, some people began to raise the cry that the schools were costing too much, and that too much money was being spent on frills.

Now in any community, people may have as good schools as they are willing to support, or as poor schools as they are willing to tolerate. But good or bad, the people themselves must decide that question, and the decision depends upon the degree of enlightenment of the citizenry itself. Now what did our School Board do?

This time it did not hire University experts. It made the financial problem a project for the community itself through a representative cross-section of the community. It appointed a Citizens' Advisory Committee To Survey The Educational Activities Of The Department of Education. The committee worked about four months and handed in its final report a little over a month ago.

And what did it find? Among other things—

1. That public school affairs were being well and intelligently administered and that there was no evidence of waste in any of the departments or activities of the school system.

2. That the cost of teaching such special subjects (the so-called frills) amounted to a very small part of the whole expense, and that the entire abo-

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LOCAL TRUSTEE BOARD AND WILEY CLUB SPONSOR APPRECIATION PROGRAM

A recent issue of "School and Society" listed a number of educators who had given continuous service in the same capacity and position for at least a quarter of a century. The name of **President Dogan** of Wiley College, Marshall, Texas, was among the first. He has been head administrator at Wiley for thirty-eight years. During this time the institution has graduated one thousand students. It has extended its patronizing territory from one to seventeen states and has widened its sphere of influence until it now reaches the farthest limits of these United States. Wiley, during President Dogan's administration, has undergone a complete transformation from a nondescript institution with absolutely no academic or educational rating or even standards, to a college of the highest possible rating and with standards that meet the requirements of state, regional and national rating agencies. This is an achievement of which not only President Dogan but the entire race is proud: that Wiley has been able to attract the attention and consideration of both educational and philanthropic boards is a matter of congratulation. The local trustee board and Wiley Club did a fine thing in sponsoring an appreciation program noting some of the more recent achievements and honoring participating groups.

Expressions of appreciation were given as follows:

"Esteem in which Wiley is held by City of Marshall"—Hon. Wm. Caven.

"Wiley's Status Among the Colleges"—Hon. W. F. Bledsoe.

"Recognitions"—Dean V. E. Deniel.

"What advantages do Wiley and Marshall offer as center of higher education for Negroes in Southwest"—Mr. M. L. Collins.

"The Wiley clubs as a factor in school's development"—Mrs. M. S. Corde.

"Wiley Sings at World's Fair"—Mr. M. B. Tolson.

"Wiley-Tuskegee Homecoming Game—Its Significance"—Dr. O. W. Phillips.

"A Stadium: Wiley's Next Move"—Coach F. T. Long.

"What of Wiley's Future"—Rev. W. H. Hightower.

Dr. T. L. Hunter acted as Master of Ceremonies.

Among achievements mentioned by the various speakers were:

Tentative confirmation agreement for Wiley-Oxford International debate; definite confirmation Wiley-K. U. debate.

Enrollment of 50 additional students for second quarter.

Defeat of Tuskegee Tigers by score 13-0 in Gala Homecoming game before crowd of 5,000 football enthusiasts.

Class "A" rating by Association of Colleges and Secondary Schools of Southern States, and by the University Senate. Voted eligibility to membership in American Council on Education.

Big hit scored by student dramatic club in "Lady

Windemere's Fan."

Recent return of quartet from 20,000 mile tour, having filled 600 engagements—many of them return dates—in Illinois and Wisconsin, including appearances before World Service Commission, Evanston, Illinois; Century of Progress, World's Fair, Chicago; Rotary and Kiwanis Clubs, Chambers of Commerce, and a number of Colleges and universities such as University of Wisconsin, Northwestern University; Garrett Biblical Institute, Milwaukee State Teachers College, Monmouth College, and Lawrence College (said to be the highest rated college in United States).

Appointment of Wiley College by United States Commissioner of Education as Southwest representative on Planning Committee to help arrange and conduct national conference on education this spring for Negroes.

Lengthy services of teachers, some of whom are: C. G. Smith, 24 years; Mrs. J. O. Williams, 20 years; Miss J. C. Hunt, 17 years; V. E. Daniel, 16 years; Mrs. Lucille Dogan Teycer, 15 years; M. B. Tolson, F. T. Long, Mrs. G. H. Mason, 11 years; R. A. Edmondson, O. W. Crump, Mrs. H. Bradfords, 8 years; J. H. Morton, R. A. Wilson, 7 years.

New plans are afoot for completion of the Wiley Endowment which has been allowed to lie dormant during last year or two owing to urgent current expenses.

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riculum policies and practices. The survey of the Education of Negro Teachers¹ treats these topics in considerable detail. Therefore, we shall not cite further details here.

Need of General Improvement

We recognize the importance of these factors in any consideration of Negro education. It is absolutely essential that the education of all Negro teachers and particularly those in rural areas be upgraded; that their salaries be increased; that they receive specialized training to fit them for their specialized tasks; and that they be certified and allowed to teach only in those fields for which they have received special preparation. We further appreciate and subscribe to the thesis that since Negroes are an integral part of our democratic life, carrying the same responsibilities as other citizens, that Negro children require the same general type of preparation for productive and happy citizenship as white children, and in consequence teachers of Negro children should be as well prepared as teachers of white children.

¹Caliver, Ambrose. Education of Negro teachers in the United States. Washington, Government printing office, 1933. (U. S. Office of Education. Bulletin, 1933, No. 10, Vol. IV.) In press.

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TEXAS TO CELEBRATE NATIONAL NEGRO HEALTH WEEK

Dear Health Friend:

National Negro Health Week is April 1-8, 1934. This is the Twentieth Anniversary of the first "Health Improvement Week, April 11-17, 1915," founded by the late Booker T. Washington. We will endeavor to honor the life of Washington with the fruits of our labors.

You have manifested special interest in our health improvement campaign in Texas through the years and have done much in helping us to accomplish so far and yet there is so much work ahead if we will bend to the task. Let me urge you to organize your forces even more definitely and permanently and launch out for some thorough work that will be lasting in result. There should be follow-up on the examinations done in your clinics to see that corrections are made and the results of the same. Make a survey of health conditions in homes, schools and community by proper committees personnel and report on findings.

Keep in mind that Certificates of Merit will be awarded by the National Negro Health Week Committee; we won sixty-four of these in Texas in 1933 and a permanent award is won by Fort Worth for having won three "Gold Seal Certificates" during the past three years. The Texas Commission on Interracial Relations is again awarding three silver cups or plaques to stimulate health achievement in Texas and you are eligible to win both the National and State awards—go in for it.

With confidence in your full cooperation we are sending you program with outline of activities and ask that you go into it with fever heat at once and when the WEEK is over send promptly, in duplicate, report of your accomplishments.

Your Health Friend,

F. RIVERS BARNWELL,

Negro Health Service, Austin, Texas.

Health Achievement Awards to be Made

We urge every community in Texas conducting the Health Week to send a carefully compiled tabulated and narrative report of the activities of the Year and WEEK with plans for a year-round health service in duplicate to Texas Tuberculosis Association, 700 Brazos Street, Austin, and you will be in line for the National and State awards which are given on a graduating basis. The National awards are certificates of merit and the State awards are silver cups or plaques. These cups or plaques are donated by the Texas Commission on Interracial Relations to stimulate health service among the Race.

The Trophy is awarded by the National Negro Health Movement to a community which has done excellent health service over three years and won three "Gold Certificates." Fort Worth Volunteer Health League was awarded one of these in 1933. Other cities or communities will come in their turn as they have won these gold certificates.

The What and Why of National Negro Health Week

National Negro Health Week was initiated in 1915 by the late Booker T. Washington. It was not a birth, but rather an adoption. The Negro Organization Society of Virginia, with headquarters at Hampton Institute where then resided Maj. R. R. Moton, commandant, friend of Booker T. Washington, is the real father of Health Week. Dr. Washington sensed the capacity of this movement and appreciated its possibilities, and thus became the All-American champion of Negro health.

Included in the first call for National Negro Health Week in 1915 were 14 agencies and organizations, all among colored people, while the 1934 call includes over 45, most of which are active for both white and colored. The United States Public Health Service and other official agencies, State, county, and local, cooperate actively in the work of National Negro Health Week.

THE NEGRO HIGH SCHOOL AND THE DEPRESSION

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lition of such subjects would not result in any such diminution in expenses as commonly supposed.

3. That not only should there be no further reduction in the amount expended for Health Education and Physical Education, but that on the contrary the appropriation in the Budget should be restored as soon as possible to its former figure.

4. That further reduction in the Division of Special Education (for the physically and mentally handicapped) would be an educational calamity to civic health.

5. Vocational Education, Industrial Arts, Fine Arts, Home Economics were all indorsed by the committee.

All of these matters are important in the junior high school. The report will without doubt be enlightening to the community in connection with budgetmaking and the survival of educational services of proven value.

But what is a "Frill."

Anything that the last generation and the generation before that didn't have when it went to school.

We live, however, in a changing world in which nothing is so changeless as change.

Will the junior high school survive?

Let me repeat the answer in the very apropos anecdote the President of the United States quoted about Andrew Jackson, "Old Hickory", when it was asked if he would go to Heaven when he died. "He can if he wants to", was the reply. Do the American people want the kind of education for youth provided in the junior high school? I believe they do. I believe they will insist upon it, when the facts are fairly and clearly before them, just as our Citizens' Advisory Survey Committee has done, in spite of temporary reaction.

EDUCATION

◆ EVEN in these days of tremendously pressing problems, to my mind the most important question of all is, What are we going to do about our schools? That education should be universal goes without saying. By education I mean more than the three R's. I believe that every child should be given all the education that he can reasonably absorb. This does not mean that all children should spend an equal number of years in school or that all should take the same courses. It means that everyone in order to have the best chance possible for a happy and full life should have every bit of education that he is capable of receiving and of using to advantage.

HAROLD L. ICKES,

Secretary of the Interior.

—From "The Deepening Crisis in Education"

—Leaflet No. 44.

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XIV

CHARLESTON, W. VA., NOVEMBER, 1935

NUMBER 1

LET US LISTEN TO EDUCATION

I AM EDUCATION. I bear the torch that enlightens the world, fires the imagination of man, feeds the flame of genius. I give wings to dreams and might to hand and brain.

From out the deep shadows of the past I come, wearing the scars of struggle and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over earth, air, and sea; it is for him I leash the lightning, plumb the deep, and shackle the ether.

I am the parent of progress, creator of culture, molder of destiny. Philosophy, science, and art are the works of my hand. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I am irresistible power.

—BETTER SCHOOLS LEAGUE.

From N. Y. State Education.

Published Four Times Yearly

Annual Meeting of the N. A. T. C. S., Atlanta Ga., July 28-31, 1936

THE BULLETIN

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Wm. W. Sanders Editor

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THE BULLETIN

VOLUME XIV

CHARLESTON, W. VA., NOVEMBER, 1935

NUMBER 1

A Message from the President

RUFUS E. CLEMENT, Dean, Louisville Municipal College for Negroes, Louisville, Ky.

Members of the National Association of Teachers in Colored Schools and Colleagues, Greetings:

As I said to those of you who attended the recent annual session in Tallahassee, Florida, I am deeply grateful for the confidence you exhibited in me and the honor you bestowed by elevating me to the presidency of this great organization. I must repeat, however, that the work of the N. A. T. C. S. is not to be left to one or two or three or any small group of executives. All of us must interest ourselves in the activities of our Association if the work is to be carried forward successfully. Your president and your executive secretary, together with the other officers, are looking to each of you for definite aid. Each of us must interest others in the work of the Association.

Those of us who are experimenting with new ideas, carrying out new projects, engaged in quickening research, in short, doing anything vital and interesting, should not hesitate to let the rest of us know about it through the columns of *The Bulletin*. The teachers in schools for Negroes must realize that their prob-

lems are common problems and that through a mutual sharing of experiences there may come mutual benefit.

In recent years the Association's membership in the Northern and border states has shown a remarkable growth; this has been heartening to all who were interested in the N. A. T. C. S. It has meant that much of the financial support of the Association has come from the region where better and fairer salary scales existed. It also meant that the teachers who enjoyed a larger social and economic freedom had decided to identify themselves with their more oppressed colleagues of other sections. Thus, in the last few years, the N. A. T. C. S., has become in truth and fact a national body presenting a united front in battling for adequate and proper education for Negroes in America.

Our plea is that this united front may be maintained; that North and East and South and West, all of us may join hands in the support of our Association. If we will resolve and do this, your president, your officers, your Association, You will not fail.

Thirty-Second Annual Meeting National Association of Teachers in Colored Schools

The thirty-second annual meeting of the National Association of Teachers in Colored Schools convened at Tallahassee, Florida, July 30 and continued in session through August 2. The general theme around which discussions centered was: "The Education of the Negro for the Creation, Development, and Proper Use of Diversified Vocational Opportunities." Florida Agricultural and Mechanical College was the host. President J. R. E. Lee, Chairman of the General Committee on Arrangements, had provided every facility for the comfort of the delegates and visitors. The citizens of Tallahassee and the Florida State Teachers Association cooperated with President Lee and the faculty of the college in the entertainment. Nothing seems to have been overlooked in providing conveniences and entertainment for those whose good pleasure it was to attend the convention. The following schedule was adopted for the meeting:

TUESDAY, JULY 30, 1935

2:00 P. M.—Meeting of Trustee Board, Administration Building, Room 321

3:00 P. M.—Meeting of General Council, Auditorium, Administration Building

7:30 P. M.—Musical Program

8:15 P. M.—First General Session—Auditorium

WEDNESDAY, JULY 31, 1935

8:45 A. M.—Musical Program—Auditorium

9:30 A. M.—First Meeting of Delegate Assembly—Auditorium

12:30 —Luncheon

2:00 P. M.—Departmental Meetings

4:00 P. M.—Committee Meetings

7:30 P. M.—Musical—Auditorium

8:15 P. M.—General Session—Auditorium

—Moving Picture—"Imitation of Life"

THURSDAY, AUGUST 1, 1935

8:45 A. M.—Organ Prelude—Folk Dances—Auditorium

9:45 A. M.—Second Meeting of Delegate Assembly—Auditorium

12:30 —Luncheon

2:00 P. M.—Departmental Meetings

3:00-5:00 P. M.—Election (by ballot)

7:30 P. M.—Organ Prelude and Drama—Auditorium

8:15 P. M.—General Session—Auditorium

—Moving Picture—"The Bride of Frankenstein"

FRIDAY, AUGUST 2, 1935

- 8:45 A. M.—Musical Program—Auditorium
 9:30 A. M.—Third Meeting of Delegate Assembly—
 Auditorium
 12:30 —Luncheon
 2:00-6:00 P. M.—Recreation
 7:30 P. M.—Musical Program—Auditorium
 8:15 P. M.—General Session—Auditorium
 10:00 P. M.—Tallahassee's Reception to the Visitors

Inasmuch as this issue of The Bulletin contains the addresses delivered at the meeting, space will not permit for an extended account of the various activities of the meeting. In subsequent issues of The Bulletin we shall speak of particular projects inaugurated at the meeting. Mention must be made, however, of the adoption of the Montgomery Plan of Membership whereby teachers in each state may have the privilege of becoming members of the Association for the reduced fee of 50c provided the State Association adopts the plan and collects the fee from all of its members. The plan further provides that states affiliated shall pay an affiliation fee as heretofore.

Particular attention is called to the reports of the executive officers, the resolutions and the reports of the several departments.

The first general session was held Tuesday afternoon at which Dr. J. R. E. Lee presided. Addresses were delivered by: Dr. E. Conradi, President of the State College for Women, representing the Governor; Mayor L. A. Wesson, Honorable W. S. Cawthon, State Superintendent of Public Instruction; Professor A. J. Polk, President of the Florida State Teachers Association; Mr. E. A. Pottsdamer in behalf of the citizens of Florida; and Mrs. M. W. Blocker, President of the National Congress of Colored Parents and Teachers. Fitting response was made by Dr. J. S. Clark, President of Southern University, Baton Rouge, Louisiana and past President of the Association.

Dr. Garnet C. Wilkinson, President of the Association, addressed the assembly. (See address):

The following letter was received from **President Franklin D. Roosevelt**:

**The White House
 Washington**

Doctor Garnet C. Wilkinson, President, National Association of Teachers in Colored Schools, Florida Agricultural and Mechanical College, Tallahassee, Florida.

July 29, 1935.

My dear Doctor Wilkinson:

I am pleased to extend cordial greetings and sincere congratulations to the teachers of colored children of the United States assembled for their thirty-second annual meeting.

More than ever before we must learn to think and act not as individuals alone, but cooperatively toward

goals of social welfare and social integrity; more than ever before we must distinguish between development which has as its objective individual advancement and that which aims toward the general welfare of the society of which we are a part. The road to this objective is through education—education in its broadest conception; education for spiritual enrichment as well as toward physical perfection, economic security, and self-respecting independence.

May your deliberations during this coming week help you the more adequately to meet the opportunities and the responsibilities which confront you.

Very sincerely yours,

Franklin D. Roosevelt.

The following telegram was sent in response to the letter of President Roosevelt:

July 31, 1935.

**President Franklin D. Roosevelt
 The White House
 Washington, D. C.**

The National Association of Teachers in Colored Schools in its 32nd annual session received your message with encouragement and appreciation. We thank you for the position you take in advocating equal educational opportunities for all the children of America. With cordial good wishes.

**National Association of Teachers
 in Colored Schools,**

By: Garnet C. Wilkinson, President.

On Wednesday morning the Delegate Assembly held its first session at which the following reports were made:

Report of Executive Secretary, Report of Treasurer.

Officers for the ensuing year were nominated and committees were appointed. One hour was devoted to panel discussions on the topic: "The Contribution of the Elementary School" as follows: Mrs. W. C. Mayer, Director of Primary Instruction, Washington, D. C.; Miss Fannie C. Williams, Principal, Valena C. Jones School, New Orleans, Louisiana and past President of the Association; Miss L. R. Dawson, Supervisor Elementary Education, Florida A. & M. College; Miss E. A. Lyons, Principal, Morgan Demonstration School, Washington, D. C.; Principal George B. Murphy of the William Alexander School, Baltimore, Maryland, summed up the discussion.

At the Wednesday evening session Mr. Lawrence A. Oxley, U. S. Commissioner of Conciliation, Department of Labor, Washington, D. C., discussed "Recent Federal Legislation—Its Effect on the Economic Status and Morale of the Negro."

At the conclusion of Mr. Oxley's address a motion picture, "Imitation of Life" was shown.

"The Contributions of the Secondary and Industrial Schools, was the topic of discussion on Thursday Morning. Professor D. A. Wilkerson, Virginia State College, presided. Addresses were delivered as fol-

lows: Industrial Schools—Dean W. T. B. Williams, Tuskegee Institute, Alabama; Secondary Schools—W. A. Robinson, Atlanta University, Ga., and Dr. N. C. Newbold, Director, Division of Negro Education, State Department of Education, Raleigh, N. C.

"The Program of The Federal Government in Reference to Emergency Educational Projects and Adult Education," was the subject of an address delivered by James A. Atkins, Assistant in Educational Relief, Federal Emergency Relief Administration, Washington, D. C.

Professor H. L. Trigg, High School Inspector, Division of Negro Schools, State Department of Education, Raleigh, N. C., summed up the discussions.

Reports of committees were made as follows:

NEA Committee to Cooperate with the N. A. T. C. S., Dr. N. C. Newbold, Director of Negro Education, Raleigh, N. C., Chairman;

On Legislation—Dr. F. M. Wood, Supervisor of Colored Schools, Baltimore;

Citizenship—I. J. K. Wells, State Supervisor of Negro Schools, Charleston, W. Va.;

Issuance of Special Postage Stamps—J. W. Scott, Principal, Sherman School, Cincinnati, Ohio;

On History of the N. A. T. C. S.—Dr. J. R. E. Lee, President, Florida A. & M. College, Tallahassee.

At the Thursday evening session, Dr. F. M. Wood presiding, an address was delivered by Eugene Kinckle Jones, Adviser on Negro Affairs, U. S. Department of Commerce, Washington, D. C., on the subject: "The Negro's Economic Future."

The Friday morning session was devoted to the Contributions of the Colleges and Professional Schools. The following persons delivered addresses that are printed elsewhere in this issue of The Bulletin: Dr. John W. Davis, President, West Virginia State College, on "Land Grant Colleges;" Dean James A. Bond substituted for Mrs. Mary McLeod Bethune, Bethune-Cookman College, and discussed: "The Contribution of Colleges and Professional Schools;" Dean Russell A. Dixon, Howard University, Washington, D. C. discusses: "Professional Schools." President F. D. Bluford, A. & T. College, Greensboro, and Fred McCuiston, Executive Agent, Association of Secondary Schools and Colleges, Nashville, summed up the discussions.

Committees made reports as follows: Departments, Auditing, On Elections, Time and Place, Resolutions, Necrology.

The newly elected officers were installed.

Friday afternoon was spent in recreation.

The last general session was held on Friday evening with Dr. Leo M. Favrot, General Education Board, Baton Rouge, Louisiana, presiding.

Dr. Ambrose Caliver, Specialist in the Education of Negroes, United States Office of Education, Washing-

ton, D. C., addressed the Association on: "The Education of Negroes for Leadership and Work."

The Association adjourned to meet at Atlanta, Georgia, as the guest of Atlanta University and the teachers of Atlanta, July 28-31, 1936.

Tallahassee tendered a beautiful reception to the visiting delegates in the College Gymnasium on Friday night.

General Council

At the meeting of the General Council held Thursday afternoon, July 30, there was a general discussion on the Report of the N. E. A. Committee to Cooperate with the N. A. T. C. S. that was made at the Department of Superintendence meeting in Atlantic City in February. Inasmuch as these discussions were informal, space does not permit a detailed statement of opinions registered in the conference. The following subjects were given consideration: 1. Free textbooks in the public schools. 2. Teachers Salaries. 3. School Attendance. 4. Facts about Negroes in the Textbooks used in Public schools. 5. Motion Picture Project Depicting the activities of the Negro in American Life. It was the consensus of the Conference that the Association should direct its efforts towards the adoption of textbooks containing material that would give children, both Negro and white, an appreciation of the part Negroes have played in American life. A number of State Agents for Negro Schools were present and took part in the discussions.

Reports of the Executive Secretary and Treasurer were received and referred to the proper committees.

The Council elected Dr. H. L. McCrorey to succeed himself as a member of the Trustee Board for a term of four years, and George B. Murphy to succeed himself as a member of the Executive Committee.

Trustees

At the meeting of the Trustees July 31, the following minute was adopted subject to the approval of the Delegate Assembly:

1. That the Trustees be authorized to borrow \$5,000.00 to clear up the present indebtedness and take care of the expenses of the Association during the year so that the office of the Executive Secretary could be immediately transferred to its permanent headquarters in Washington, D. C. (The \$5,000.00 loan would be divided into notes of \$50.00 each, bearing interest of 7 per cent for 9 months from date of issue. The Executive Secretary was instructed to prepare notes covering the amount for presentation at the Friday morning session of the Delegate Assembly. Dr. J. S. Clark, Chairman of the Trustee Board, assured the Board that the amount of the loan could be secured).
2. That current bills be paid. (The Executive Secretary reported receipts of \$806.50 during the convention and pledges of \$86.73, making a total of \$893.20. The Executive Secretary was further in-

(Continued on Page Ninety-nine)

Annual Address of the President of the National Association of Teachers in Colored Schools

GARNET C. WILKINSON, First Assistant Superintendent of Schools, Washington, D. C.

The President desires to express to the National Association of Teachers in Colored Schools grateful appreciation of the honor conferred upon him by the Association at its last annual meeting in Baltimore, Maryland. It is not only a great honor to have been elected President of this distinguished body of educators; it has likewise been a great privilege to share with all of you in the glorious task of formulating principles and policies for the education of the colored youth of America.

The administration of the N. A. T. C. S. during the year 1934-35 has devoted its time and energy toward (a) promoting the Five-Point Program adopted by the Association at the Baltimore meeting and (b) cooperating with the Office of Education of the Department of the Interior (1) in a constructive program for the future practical and cultural training of Negro youth, consciously and definitely directed at the removal of existing inequalities in his educational opportunities; (2) in the promotion of regional conferences in appropriate educational centers as a follow-up of the National Conference; (3) in placing with every teacher of Negro youth, and in the hands of every school official and other person kindly disposed toward the education of Negroes, a copy of the Fundamentals in the Education of Negroes, together with objectives adopted by the National Conference, with the hope of thus marshalling to our cause the active support of the millions of fair-minded Americans, in the North and South, alike; (4) in the stimulation and development of a well-defined, intelligent, and sympathetic public opinion toward the education of Negroes at public expense, with emphasis upon the larger meaning of public education for all children in the life of the State and in the life of the Nation.

It is the purpose of this address to direct attention, specifically, to three immediate educational objectives in which the National Association of Teachers in Colored Schools is profoundly interested:

1. Teachers and Teaching.
2. Curriculum Differentiation.
3. Equality of Educational Opportunity.

TEACHERS AND TEACHING

As to Teachers and Teaching, the N. A. T. C. S. is committed to the finding of the National Conference on the Fundamental Problems in the Education of Negroes, which reads as follows:

"Selection, training, compensation, tenure, and working conditions of teachers in keeping with the highest standards of professional growth and leadership in recognition of their outstanding importance in the education of Negro children and in the leadership of Negro life; and the acceptance of the respon-

sibility by all teachers of Negro youth to teach the fundamental principles and issues underlying our economic and social order."

Selection and Tenure are interrelated.

Lance G. E. Jones, M. A. (Oxford) Ph. D. (London), Lecturer and Tutor in the Oxford University Department for the Training of Teachers, in his 1933 publication on "Negro Schools in the Southern States", found two prevailing methods of assessing the qualifications of Negro teachers for purposes of certification. By the first method teachers are examined by the State or County Board of Education. This method, while not confined, is usually employed in connection with the lower grades of teaching certificates.

Examinations for teachers conducted by County Boards of Education are in the main held "for the purpose of selecting teachers to run the schools during the following session." It is usual practice to make appointments from these examinations "for one year only".

The fact that in 1926 in a certain State 1,436 colored applicants were examined, none of them received first-grade certificates, and fully 1,200 failed to secure even the lowest grade teaching certificate, reveals very clearly and definitely the quality of the candidates who present themselves for service in public schools for Negro youth.

The second method of assessing the qualifications of Negro teachers and the more common method, is "by examination of the applicant's school record." By this method graduates of schools accredited by a State are accepted by the Board of Education of that State for teaching service.

This first method of selecting Negro teachers is not calculated to improve the quality of teachers and teaching in Negro schools.

It tends in the first place, to feed into the rural schools especially persons with low-grade teaching certificates.

Under the second method of selecting Negro teachers, Negro schools frequently suffer in the quality of teachers because of the practice by States of issuing temporary certificates when the number of teachers possessing the prescribed qualifications is insufficient to meet the demand for teachers. Thus, for instance, in Tennessee in 1925-26, almost one-third (502) Negro teachers in County elementary schools held permits only for a year.

Moreover, under both of these methods of selecting Negro teachers, continuity of service is frequently not provided for. Public opinion must come to realize that tenure of teachers gives protection to education, not to the teacher personally. Tenure of teachers is

justified on the basis of the need of society. Political, personal, or other local conditions should not be permitted to interfere with the cause of public education. The qualified teacher is the servant of the State, and "when licensed by the State—with salary fixed by law, and eligible by law for pension—the qualified teacher may not be discharged by an employing community except for adequate cause established by definite judicial procedure".

The high turnover of teaching personnel in Negro schools and colleges presents a serious problem for all thoughtful citizens who are in sympathy with the strivings of the Negro for working conditions in our profession "in keeping with the highest standards of professional growth and leadership".

As long as Negro schools have a high percentage of turnover, and teachers are selected in ways to produce such turnover, "(1) no program of student counselling can be built up and maintained; (2) there will be lack of coordination in the curricula and departmental arrangements, and (3) continuity of effort, interests, and ideals cannot be sustained."

TRAINING AND PREPARATION

There is no problem in the education of Negroes more important or more fundamental than the problem of training and preparation of teachers for Negro schools. This question, for years, did not receive the attention it deserved. It is very gratifying to report that in many sections of the country this question is pushing rapidly to the front, and is engaging the thoughtful and sympathetic attention of the many friends of the race.

The Southern States have manifested their abiding interest in the training of Negro teachers by the establishment and maintenance of Land Grant Colleges and County Training Schools for Negroes.

Most of the elementary Negro teachers are trained in the States where they serve. The large majority of the degrees held by Negro teachers have been conferred not by publicly supported teachers colleges and normal schools but by private colleges. There is a lack of publicly supported normal schools and teachers colleges in America for the training and preparation of Negro teachers.

The machinery involved thus far by public funds for the training and preparation of Negro teachers consists of

1. Land Grant Colleges.
2. A few teachers colleges.
3. A few normal schools.
4. County training schools.
5. Summer Schools.
6. Extension classes.

The practice too generally prevails of depending upon the Land-Grant Colleges for the training and preparation of every grade and type of Negro teacher, and of trusting to the private colleges to supplement

the efforts of the Land Grant Colleges.

According to the findings of E. M. Colson, in the July, 1935, issue of the *Journal of Negro Education*, only 18 of the 30 institutions classified as normal schools and teachers colleges for the professional training of Negro teachers are "organized in keeping with the highest standards of American Education: Montgomery State Teachers College, Tuskegee Institute, Howard, Miner Teachers College, Bowie and Coppin Normal Schools, Stowe Teachers College, Elizabeth City and Fayetteville Normal Schools, Winston-Salem, Cheney, Tennessee Teachers College, Hampton Institute, Virginia State College, Bluefield, and West Virginia State Colleges." "Only three of these 18 schools have been listed as accredited by the American Association of Teachers Colleges." (Stowe, Miner, and Tennessee A. & I. State Teachers College).

The rural field is greatly neglected, notwithstanding the fact that 56.3% of all Negroes are classed as rural. Only 3 institutions list specific curricula for rural teachers.

This statement of the lack of adequate facilities for the training and preparation of Negro teachers is disquieting. At the same time, however, it is a powerful argument in favor of more generous support of Negro teacher-training institutions at public expense in order that needed improvements in the qualifications of Negro teachers may be secured. The possibility of raising the standards of education in Negro schools is dependent absolutely upon the quality of the teachers.

SUPPLY OF TEACHERS

For the past three or four years it has been popular for certain speakers and writers on educational questions to argue that there is an over-supply of teachers for Negro schools. These same persons decry the emphasis now being placed on the question of teachers training in higher institutions of learning. These critics are uninformed. The present sources of supply of trained Negro teachers can not meet the demand for teachers.

Lack of schools, children out of school, oversized classes, do not spell oversupply of teachers. On the contrary, they mean that Negro education is woefully undersupplied with teachers.

Negro education is not suffering from oversupply of teachers. Approximately one million children did not attend school in 1929-30. In the same year only 9.5% of Negro children of high school age attended high schools in 15 states.

Applying to this situation the practically and legally good and sound criterion that the supply of Negro teachers in any community ought to be proportional to the supply of teachers for white children in that community, there is a present need of 28,000 more Negro elementary teachers to bring about equality of educational opportunity for American youth in our common schools alone.

The over supply-argument thus becomes both unwarranted and misleading.

SALARIES

The Association stands for a single salary schedule for tenure for all teachers, each applied without regard to race or sex, and based solely upon training and experience.

The salaries for Negro teachers are inadequate. In consequence, thousands of Negro school teachers are driven to the necessity of supplementing their living wages by other means of employment. Cooke, of the George Peabody College for Teachers, in his study of this question in eleven Southern States, found that "47% of the Negro teachers are self-supporting in the summer time."

Moreover, Cooke found that the salaries of Negro school teachers are on the average only one-half as large as salaries paid to white teachers.

This situation leaves much to be desired. Adequate salaries are important in promoting educational efficiency.

A fundamental principle of salary schedule construction is that the salary should be at least twice as great as the cost of living. Now, for Negro teachers the average cost of living accounts for 64% of their average salary received. This means that the low salaries received by Negro teachers operate to keep too low the standard of living among Negro teachers.

Moreover, it is our conviction that low salaries, poor housing and boarding opportunities, account in large measure for the inadequacy in the training of Negro rural school teachers. Such conditions attract too many of the inexperienced and untrained.

Adequately trained teachers are not willing to put up with these conditions in the rural schools. For every rural teacher there should be provided comfortable living quarters, attractive boarding accommodations, and a salary schedule much advanced beyond the present scale, and sound in principle.

CURRICULUM DIFFERENTIATION

The second of the three immediate educational objectives and ideals agreed upon by the National Conference on the Fundamental Problems in the Education of Negroes and adopted as a slogan by the administration of the N. A. T. C. S. is "curriculum differentiation and adaptation based on needs rather than on race."

This question was subjected to searching consideration at the 1934 Cleveland meeting of the Department of Superintendence by a large committee of outstanding educators, both colored and white, appointed by the Department to consider and report on Topic Group G—Policies Affecting Negro Education, said committee serving under the Acting Chairmanship of Dr. N. C. Newbold, Director, Division of Negro Education, North Carolina State Department of Education. Outstanding of the four findings of this Committee was that in which the question of curriculum

differentiation is mentioned, reading as follows:

"Money sufficient from all sources—local, state, and national—to maintain (where separate public schools for Negroes are established by law) public school facilities for Negroes equal in buildings and equipment, length of term, curriculum (without differentiation on the basis of race), teachers, adult education, and in all other respects with other public school facilities and services in such areas".

In passing, attention is directed to the use of the expression "curriculum (without differentiation on the basis of race)". In passing also please bear in mind that the Department of Superintendence approved this report, and incorporated it in its Official Report of the Cleveland Meeting.

Many school officials believe in curriculum differentiation based upon race and feel that differentiation should express itself both as to aim and content. This hypothesis logically leads to a sort of regimentation of Negro pupils in courses which emphasize industrial arts and industrial training to a much greater extent than in the case of white children. Moreover, it has led in certain instances to overemphasis on Negro history.

The theory of curriculum differentiation on the basis of race is predicted upon two hypotheses:

1. "That the Negro is not educable to the extent of the successful completion of an elementary education, because of mental inferiority.
2. That the Negro possesses certain racial needs that demand a differentiated elementary education for him."

Both of these assumptions have been exploded. According to Thompson, "Professors who have experimented most with and have done most thinking on this question believe that 'there is no such thing as mental inferiority of races', and that the mental inferiority of the Negro has not been proved. Moreover, determining of mental status is an individual, not a race matter".

In this connection it is very significant that Robert P. Daniels, in 1932, and Charles H. Thompson in 1928 virtually agreed in their findings on "Basic Considerations for Valid Interpretations of Experimental Status Pertaining to Racial Differences and The Educational Achievements of Negro Children", that (1) "Most studies reported thus far are worthless as indicating anything regarding the comparative ability of races", and (2) that "Most of our present techniques give measures of differences due to weakness in educational opportunities rather than differences in mental ability".

That throughout the nation there are certain basic and common needs to be satisfied by elementary education can not be denied. Moreover, it is a reasonable assumption that the aim and standard of elementary education in meeting these basic, common needs are the same in the cases of white and Negro children.

In the elementary school all children should be taught what all citizens should know. This is the period of "common integrating education."

The "tools of learning" should be acquired by all children in the elementary schools. There is no racial aspect to the "tools of learning". According to this philosophy practical arts are appropriate curricular experiences, and will satisfy the basic needs of all children in the elementary schools. According to this philosophy curriculum experiences in industrial work in the secondary schools are appropriate to meet the basic needs of all children, white and colored alike, according to the individual, not racial, differences, aptitudes, interests, and abilities.

The important thing to remember is that industrial training is not a matter of the individual. This is why the National Association of Teachers in Colored Schools and the National Conference on the Fundamental Problems in the Education of Negroes take the position that curriculum differentiation and adaptation should be based on needs (the needs of the individual) rather than on race; the aim and standard should be the same for all races; "there are no peculiar racial needs characteristic of the Negro as a race; there are local and individual needs of the Negro child; that the adaptation of the curriculum to this need would be accomplished through the selection, approach to the organization of the experiences in developing the curriculum."

EQUALITY OF EDUCATIONAL OPPORTUNITY

The National Association of Teachers in Colored Schools is profoundly concerned about the problem of establishing equality of educational opportunity for every child in America "regardless of race, creed, social position, residence, or physical condition".

Equality of educational opportunity for the children of America is quite generally accepted in principle, but it is very far from realization in practice. Inequalities in educational opportunity are to be found between communities rich and poor, urban and rural, industrial and agrarian, North and South, East and West, alike.

These inequalities in educational opportunity, however, as they affect Negro youth are outstanding. They are strikingly revealed in the findings of the National Conference on the Fundamental Problems in the Education of Negroes held in Washington, D. C. in May, 1934, under the auspices of the United States Office of Education. "Approximately one million Negro children of school age not in school; 230 counties in 1930 with no high school facilities at all for Negroes; lack of availability of Negro Colleges doing a quality of work commensurate with the needs; calculated on the basis of equalization of educational opportunity, an additional 30,000 Negro public school teachers needed", these are outstanding illustrations of the findings of the National Conference, findings which eloquently bespeak the need for a more abiding pub-

lic concern for an interest in the educational welfare of the colored youth of America.

It is gratifying to be able to report to the National Association of Teachers in Colored Schools that the attitude of the South on the education of the Negro is rapidly changing for the better. Throughout the South today the general tendency with reference to common schools for Negroes is "to improve facilities, to exercise more helpful and efficient supervision, to establish vital connection between school work and the activities of the people, and to project the influence of the school into community life". That State and local governments of the South, the Negro Christian Church, private philanthropy, and the inter-racial commissions of the South—these are all profoundly interested in the problem of educating American Negroes and preparing them for the duties and responsibilities of American life.

But the establishment of equality of educational opportunity for the youth of America without respect to race is not a problem of local school district alone. Rather is the issue one of State responsibility. Public education in America is a State function. This principle has been established by law, confirmed by State courts, and reinforced by custom.

Finally, equality of educational opportunity is an issue, significant to the North as well as to the South, and to be solved eventually through Federal participation and financial aid.

The National Association of Teachers in Colored Schools hopes that these fundamental problems in the education of Negroes will soon be solved, so that every child in America, "regardless of race, creed, social position, residence, or physical condition" may enjoy equality of educational opportunity.

This, the speaker is convinced, is what American public opinion—North and South alike—desires for the children of America.

Our duty as teachers of Negro youth is to seek the removal of these inequalities by convincing the State of its obligation to equalize educational opportunity for its children, and to assume the burden of its support up to a reasonably satisfactory minimum.

The control and administration of public education in America is a state function. This principle was established by the Constitution of the United States, and has frequently since been confirmed by law, by decisions of the Courts, and by customs. The obligation of financial support of public education by the state is inseparable from this constitutional responsibility for the control of public education by the state.

Our duty as teachers of American youth is to seek to eliminate these inequalities by the development of a well-defined, intelligent, and sympathetic public opinion toward the education of Negroes at public expense. We need to re-interpret Negro schools to the

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Recent Federal Legislation—Its Effect on the Economic Status and Morale of the Negro

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"No alms, I ask; give me my task
Here are the arm, the leg,
The strength, the sinews of a man,
To work and not to beg."

It is a truism that character building is the supreme objective of human life. Human institutions are successful to the degree that they tend to strengthen the character of people. Everything we do should be considered as to its effect upon character.

During this depression we probably have been thinking more about real human values than ever before. I think it is because of this fact that at Washington, Governmental affairs have taken on new significance, for what is taking place has to do with things that affect human beings in a more vital way. The depression has quickened our thinking and forced us all to think of those things that have to do with human welfare.

This is the first great depression this country has had since the disappearance of that great panacea for depression—the expanding frontier. Our frontier has heretofore been the natural cure for depressions because the unemployed and the venturesome could go to the frontier and there, by building roads, bridges and cities, escape the effects of the depression. This time we cannot run away, and our great task is to learn how to readjust our relationship and live together in peace and harmony even during the depression.

The ideals of a Democracy, unlike the ideals of some other forms of government, are that the whole people should be taken into account, and that they should have a part in the consideration of any public policy.

The establishment of the various emergency programs was our Nation's plan for providing for the whole people when our industrial system had failed. The history of the Emergency activity shows that its management has had clearly in mind the importance of giving relief in such a manner that the elements of character would be strengthened and not weakened. Men and women, out of employment and discouraged, needed something besides food, shelter and clothing. They needed to keep up their courage, and this could be done only if they gave work in exchange for the relief which they received.

Now the Federal Government is ready to give even a fuller answer to the continuous and widespread demand for work by people on relief. We shall continue the educational and character building activities for adults and add to them the new activities that are designed especially for the needs of youth. Our experience under the work-relief program has given us much to guide our future course of action.

We now see the new Works Progress Administration ready to go into action to provide work sponsored by local communities in all parts of the country. This program of providing work at this time is necessary if the essential elements of character are to be maintained. This work will build self-respect, will strengthen muscle and nerve, and will toughen the fibres of character. This plan is to put to work 3,500,000 men and women. It is to call into action the planning and cooperation of citizens in all parts of the country. While it is Federal in its control, it is local in operation. It is expected that this WPA will mobilize the unselfish leadership of this country, as no other movement has done since the national efforts during the World War.

Later in this paper I shall endeavor to point out some of the weaknesses of the Recovery Program as related to the Negro; and also to indicate how the Negro may share in a more equitable manner in the benefits of the government programs of Social Security, Work Relief, Rural Resettlement, Apprenticeship Training, and the National Youth Administration. At the beginning, let us review the history of Negro adjustment in this country. In spite of the many constructive contributions of the Negro to the building of this Nation, he finds himself industrially stranded. He has been made to stand the brunt of the depression and has suffered more acutely than any other people, even after he seemed finally on the road to progress.

Perhaps it might be well for us to familiarize ourselves with certain mass movements of Negroes which have taken place in recent years, and which have created new and more difficult problems of adjustment.

According to the 1930 census, there are approximately twelve million men and women of color living in America. At the outset, it is well to remember that of these twelve million Negroes, nine and one-half million still make their home in the South; and of these nine and one-half million, approximately six and one-half million live in the agrarian sections of the rural South. Perhaps most of us are familiar with the Negro population changes which occurred just prior to and immediately following the World War. Few persons, however, are cognizant of the fact that during the most trying periods of the present depression there were two additional and distinct movements of Negroes; one and one-half million Negroes during this period migrated from the South to industrial centers in the Mid-West. About the same time that this movement was taking place a little less than one million Negroes from the rural areas of the South moved into the larger urban industrial centers of the South. Thus we find large numbers of Negro workers faced not only with the problem of combatting the effects of the de-

pression, but also faced with the more difficult problem of making adequate adjustment to a more complex industrial civilization.—What of the Negro in this new or changing economy?

With increasing business activity, Industry reports a scarcity of well-qualified skilled labor. With further expansion of industrial production in prospect, this scarcity threatens to become acute. Among the reasons for this impending shortage are the following: The moratorium on training during the depression; the restriction of immigration; shorter hours of labor; and new industries.

With industrial production at a low ebb in the last five years, few new workers have been trained. Skilled help was abundant and employers found reduction of costs imperative; training programs inaugurated during prosperous times were largely abandoned. Such training as there was consisted largely of unorganized exposure to particular jobs and operations. There was little of the broad training so necessary to make a young person an all-around craftsman. This has meant that the normal replacement of craftsmen required because of death and retirement was not made. An increase in the average age of skilled workers has been the result.

The stopping of immigration from Europe has meant that one of the chief sources of skilled labor has been cut off. In the past, many industries have depended upon immigration for a large part of their trained workers. Persons who learned their trade in "the old country" have heretofore been a major factor in the economic life of this country. If present immigration policies continue, only a very small number of skilled workers can be secured in this manner.

The reduction in the length of the working day in industry has been an important factor in contributing to the shortage of skilled help. With hours which any one skilled man or woman may work restricted, it will be necessary to give better training to workers and, in some industries, to train a large number of workers.

New machinery, new processes, and new methods which have been introduced since 1929 have caused obsolescence of skilled workers. The birth of new industries, new products, new materials, and new ideas has necessitated increased training.

The need for skilled mechanics and other craftsmen persists, in spite of the growth of mass production industries, both within the mass production industries themselves and in other trades. The services of electricians, boilermakers, pattern makers, tool and die makers, blacksmiths, molders and machinists are essential in the construction, repair, and maintenance of machine tools and semi-automatic machines, although short training periods may suffice for those operating these same machines. Individual skill and artistic workmanship require prolonged training and consequently apprenticeship will also be found wherever these qualities are desired—for example, in building and carpentering, printing and engraving,

cabinet and fine furniture making, and in other decorative trades.

For over sixty years leaders and teachers in outstanding schools and colleges for Negroes have been emphasizing the ideals of individual and racial self-respect, realized through honest productive labor. One of the most significant outcomes of the present depression as related to the Negro has been the denial to him of the right to work. One has only to glance at the figures showing the total number of Negroes on relief; for instance, in October 1933 there were 2,117,644 Negroes on relief rolls in America. In January 1935 this number had increased to 3,300,000. In the effort to make adequate adjustment to the changing industrial and economic life of the Country, no one group within American life has suffered more than the Negro wage earner.

The Negro forms such a large part of the total population of America that any change in his economic, social, or political status must of necessity be of concern to the entire nation. Generalization on a subject with so many angles, such as the Negro in the present economic crisis, is dangerous. Millions of unemployed Negroes constitute a fact, not a theory. In the case of the Negro, at least, opening up of new work opportunities through governmental enterprises and agencies is not relief in its usual sense; it is wise provision against demoralization that would lead to greater relief need later on.

The Negro like all other people is seeking one thing desperately—that is economic security. Unless the economic machine can be made to function again, no security will do very much good for the Negro or anyone else. The Negro along with the great bulk of the American people desires improvement in social conditions and correction of evils. But it cannot all be done in one session of Congress, for social reforms are by nature a leisurely process in a complex organism such as the United States. If the South, which includes the Negro, is to share in the benefits of recovery, and if a new day is to dawn wherein men will find opportunities to labor at wages commensurate with the effort, the Negro must be a part of the picture. Only by thus being included in the many opportunities to labor now being provided by legislation at Washington can America, and particularly the South—where the Negro lives in largest numbers—hope to enjoy full social and economic security. As a prerequisite the Negro must meet the demand for trained workers which has come and which will come increasingly after the depression has ended; and he must give greater emphasis and more attention to training in skilled occupations. The future of the Negro worker depends in large measure on his making common cause with all other workers. We must learn increasingly the value of interracial understanding based on intelligent appreciation of the values each race contributes to the well-being of the community, state, and nation.

The Government in an effort to stimulate desirable, permanent economic recovery in contrast to emergency relief, direct or indirect, and to provide a more satisfactory citizenship status for the Negro along with other citizens, has recently through Congress passed legislation creating the following agencies:

- The Works Progress Administration
- The Resettlement Administration
- The National Youth Administration
- The Apprenticeship Training Committee
- The Economic and Social Security Act (pending)

Under date of April 8, 1935, Public Resolution No. 11 (a Joint Resolution) better known as the Works Relief Bill, making appropriations for relief purposes, was signed by President Roosevelt. This bill provided appropriations totaling \$4,880,000,000, with the following items:

- (a) Highways, roads, streets, and grade-crossing elimination,—\$880,000,000
- (b) Rural Rehabilitation and relief in stricken agricultural areas, and water conservation, trans-mountain water division, and irrigation and reclamation,—\$500,000,000
- (c) Rural Electrification,—\$100,000,000
- (d) Housing,—\$450,000,000
- (e) Assistance for educational, professional, and clerical persons,—\$300,000,000
- (f) Civilian Conservation Corps,—\$600,000,000
- (g) Loans or grants, or both, for projects of States, Territories, and Possessions,—\$900,000,000
- (h) Sanitation, prevention of soil erosion, prevention of stream pollution, sea coast erosion, reforestation, forestation, flood control, rivers and harbors and miscellaneous projects,—\$350,000,000.

The President has authority under the bill to increase the maximum amount allowed for each of the foregoing items by a sum not to exceed 20%.

Time will not permit a detailed analysis of the provisions of the programs of the various administrations mentioned herein. However, I should like to call particular attention to the Resettlement Administration, and to touch on some phases of the National Youth Administration's program. And perhaps with greater emphasis I should like to bring to your attention the salient points in the Economic and Social Security legislation.

The President has allocated to the Resettlement Administration the sum of \$91,000,000 for rural rehabilitation. This appropriation is for the six-month period beginning July 1 through December 31, 1935. The assignment is made on a regional basis and covers each of the eleven regions established by the Resettlement Administration.

The \$91,000,000 fund is to be used for the following principal purposes:

- (1) To make loans or grants, or both, to individual families for livestock, farm supplies, farm equipment, repairs and taxes for farms, and for subsistence, food,

clothing, etc., to facilitate the rehabilitation of these groups on a self-sustaining basis.

- (2) To purchase or lease land for the relocation of families living on sub-standard land in stricken areas.

- (3) To establish, maintain, and operate agricultural-industrial communities.

The program calls for the rehabilitation of 300,000 farm families throughout the country. In addition, cooperative efforts will be made to resettle 50,000 families on better land where they will have opportunities to achieve economic independence.

When we realize that over half of the Negro population of America lives in rural areas of the South, and when we further consider the fact that the rural South has been the most depressed area, the great values of the Resettlement program as related to the masses of Negroes cannot be evaluated. Suffice it to say that a group of leaders and teachers—such as is represented at this conference (50,000 in number)—should be vitally interested in the application of the provisions of the Resettlement program. Throughout the depression masses of Negroes have been wandering from one section of the Country to the other, and in our stranded populations we find that the Negro bulks large.

There are four Regions under the Resettlement program in which we find the majority of the Negro population. In Region No. 4 which includes Kentucky, North Carolina, Tennessee, Virginia and West Virginia, the sum of \$11,424,600 has been allotted for the six-month period; Region No. 5, embracing Alabama, Florida, Georgia and South Carolina, receives \$10,479,681; Region 6 includes the state of Arkansas, Louisiana, and Mississippi with an allotment of \$8,083,018; and Region 10 includes Oklahoma and Texas with an allotment of \$4,601,942. The appropriation for the Resettlement Program in the fourteen states noted above totals \$34,589,241.

National Youth Administration

Dr. Ambrose Caliver, Specialist in Negro Education, Office of Education at Washington, who is to speak on the program of this conference will no doubt give detailed information relative to the education features of the National Youth Administration program. I shall, therefore, refer only to a statement of Aubrey W. Williams, Executive Director, National Youth Administration, who under date of Thursday, July 18, stated:

"Financial help for approximately 125,000 college and university students during the college year 1935-36 will be provided by the National Youth Administration. This is a continuation and extension of the Federal Aid program conducted by the FERA during the last half of the 1933-34 college year and the college year 1934-35.

"All institutions of a collegiate or university character, provided they are organized and grouped as non-profit institutions, are eligible to participate in the program. Each college president will be held responsible for the program in his institution. Students will

be selected from among those who without federal help would be unable to attend or to continue in college. The quota for each college is fixed as 12% of the enrollment of the institution, as of October 15, 1934. A student will be permitted to earn as much as \$20.00 a month, but each college will be allotted funds on the basis of \$15.00 a month for each of 12% of its enrollment of full-time, resident students. In addition to the funds for undergraduate work, additional funds may be allotted to students doing graduate work under certain rules and regulations to be announced later."

It is worthy of note that in the college year 1934-35 there were 104,673 students in 1,935 institutions who were beneficiaries of the program.

Social Security

There is pending at the present time in Congress what is known as the Social Security bill which if passed will be designated as the Economic Security Act. The bill in its present form provides appropriations for old age assistance, aid to dependent children, unemployment compensation, maternal and child health, the care of crippled children, public health, and aid to child welfare services in the various states. Perhaps no part of our population has felt the full impact of the depression as the Negro child.

Throughout the daily sessions of this conference,

other representatives of the various departments of the Government at Washington are scheduled to present before the teachers benefits available under recent Federal legislation, procedure to be followed, and other pertinent facts related to the technique of administration. The National Association of Teachers in Colored Schools, which organization is representative of over 50,000 Negro teachers in America, has demonstrated great wisdom and foresight in its choice of the theme for this meeting—"The Education of the Negro for the Creation, Development, and the Proper Use of Diversified Vocational Opportunities."

Only as Negro leaders become sensitized to the great need of the masses in America, and only as they acquaint themselves with the many provisions made by our Government for all the people, can we expect to take our rightful place in American life. If America is to recover, that recovery must include the 12,000,000 men and women of color who are citizens of this great nation. Citizenship presupposes responsibility. Thus, in the new day that will dawn following the ravages of the present depression, the Negro must be prepared to make his contribution to the building of that new America, where opportunity for work, fair play, and justice, brotherhood and good will, will be the dominant factors.

The Negro's Economic Future

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SUMMARY OF ADDRESS

People throughout the world today are seeking economic security. They wish to be assured of food, of shelter, of support in case of illness and old age and of some of the comforts of life over and above the material things necessary for sustenance... America is on its way to providing a more equitable division among the people of the wealth created by its people—higher wage standardization, increase of public service at lower costs. The Government will go far towards vouchsafing this and by increasing taxes on persons in the higher income brackets and by assuming the responsibility of leadership in developing social insurance and guaranteeing social security.

America will stick to the capitalistic form of society, gradually eradicating those evils of the system which retard the full development of all its citizens in all matters making for their general welfare. We already have many evidences of recovery from the depression of the past six years in the form of larger incomes in rural and urban communities, increased industrial production, larger payrolls, and an increase in wholesale and retail sales. Americans love the competitive spirit which calls forth the best in rugged individualism. It does not welcome a regimented society which organizes in advance the positions which will be occupied by its citizens in the var-

ious activities of life. As far as the Negro and other minority groups are concerned, we have no evidence that under a state of communism they would not be faced with the same problems of discrimination which are so prevalent under our system of democratic Government. The ideals of our Democracy are no less liberal than are the ideals of the communistic state. If we could but realize the purpose and the goals of our Democracy, our economic and our social forces would be at the command of the people themselves and under their control and the division of the material and of the cultural things of life would be on an equitable basis—efficiency and knowledge reaping their reward, with substantial living and working conditions forced upon none of its population. Under the recovery program of the present administration in Washington the policy has been as enunciated by President Roosevelt "that every recovery and regular agency of the Federal Government be administered with absolute equity and fairness." Of course, many minor officials and I dare say, some higher officials have been derelict in their duty and have neglected to accord to Negroes their rights and in many instances have deliberately withheld federal benefits from Negroes. For this, there can be only a most vigorous condemnation and I urge all Negroes every-

where to protest constantly and unceasingly to the highest authorities against these violations of law and of decency. But we must acknowledge that in the Low Cost Housing program, in relief services, in the CCC camps, in the Home Owners' Loan Corporation service, in the work of the Farm Credit Administration and the Office of Education, in the services of the Commerce Department of the Federal Housing Administration, in the Department of Labor and, in fact, all of the Governmental agencies, recurrent statements have been made and records publicized of the aid that Negroes have received during the dark days of the past few years.

If America is to continue under our present system of Government, and it will, any program of racial improvement must be geared to work in harmony with the forces being generated to raise the economic and social level of the American people as a whole. I, therefore, recommend in brief the following: (1) That Negroes organize wherever possible for political action in order that there can be consolidation of the members of the race for retention of the gains already recorded. Negroes have practically the balance of political power in the pivotal states and through proper organization could vote into power, parties and individuals pledged to assure the Negro his rights. There should be no slavish party allegiance on the part of the masses of the Negroes. They should be encouraged and urged to vote intelligently and effectively in support of those men and measures which will work for the best interests of and real Democracy for all of the people; (2) Negroes should work for economic consolidation. The Negro's annual purchasing power is over \$2,000,000,000 exclusive of the purchases made by hundreds of thousands of Negro employees who are occupying positions requiring them to make purchases for their employers. The race annually sets aside in savings, principally in the form of life insurance, the considerable sum of \$150,000,000 or 7.5% of their earnings. In July last, 27 Negro insurance companies showed assets of \$15,500,000 and total insurance in force of \$181,800,000. The small Negro retail merchant annually sells more than \$100,000,000 worth of merchandise. There are 300 Negro newspapers and periodicals. Of all Negro homes, 24% are owned by Negroes, totalling approximately 700,000 of which 480,000 are non-farm homes valued at \$645,000,000. Among these homes are 1,289 valued at more than \$20,000 each, and nearly 7,000 with values ranging between \$10,000 and \$15,000. There are 61 Negroes residing in rural dwelling which, aside from the land, are valued at more than \$10,000 each. Negro churches are valued at \$206,000,000. In 1930 Negro farmers produced \$664,000,000 worth of crops of which \$119,000,000 represented the value of crops produced by 181,016 Negro farm owners. This sum represents a value about \$6,000,000 more than the value of gold

produced in the whole United States during 1934, the greatest gold producing year (in value) in the history of the country. The acreage of 882,850 farms operated by Negro farmers in 1930 was 37,597,132 of which 11,198,893 acres were operated by owners. The value of this land with buildings was \$334,451,396. The Negro's farm implements and machinery in 1930 were valued at \$19,784,411. The Negro can and should make this a new era in his economic life in America, but it will require a new approach: Training for economic and business leadership, pooling of financial resources, economy and honesty in administration of business affairs, utilization of our tremendous group purchasing power to enrich our own economic reservoirs. In return for honesty and service in business, faith, and confidence and patronage on the part of the masses of our people who hereto have not given adequate support to our business undertakings will be forthcoming. Of course, we wish the love and respect of our fellow white citizens. We should have their good will because we are human beings but let us be sure that there is no ground for failure on their part and secure some of the material wealth of our nation. This, unfortunately, is what America respects most. We can still work with others to raise the spiritual and cultural standards of the world even if we do have the good fortune of gaining some of the more sordid possessions of man; (3) We should think with the masses of American workers in terms of a collective approach of workers to the problems of worker—employer relationships. The right of workers to organize and to bargain collectively is recognized today both in law and in custom. The Negro has been considered by organized labor hitherto, as the proverbial scab, by employers as the bludgeon to wield over the heads of white workers who dare to think of collective action. It is not a very delightful role to play in the work of life. Most of us are toilers. Our larger interest rest with the toilers. We must think and we must act for the best interests of men who work, and we must be prepared to join forces wherever possible to help strike a fair balance between labor and capital, in order that we may not only profit through the agreements reached but have a just claim to the benefits through participation in the acts leading up to equitable agreements. The success of the Pullman Porters and Maids union in their ten-year struggle for organization and recognition is proof that this is not a wild suggestion. It is within the realm of possibility and realization; (4) If necessary we must conduct a constant campaign through all of our leaders of thought to teach our young people that they are members of a great race, great in potentialities as well as great in achievements in the past and in the present. The Negro in America has accomplished what seemed to be the impossible. He has developed a

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Education of Negroes for Leadership and for Work

AMBROSE CALIVER, Specialist in the Education of Negroes,
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Two years ago at Louisville I addressed this Association on the **Need of a Philosophy of Negro Education**. There we discussed need of orientation in the general social process; of taking stock with reference to the status of the Negro and his relation to American culture; and of planning educational goals in terms of social, spiritual and human values rather than of material. We urged the development of a broad perspective and a deep insight in the process of formulating "a philosophy of Negro education that will not be apart from the general philosophy which will eventually underlie the whole educational system of our republic, but one which will be included in it; a philosophy which will not stigmatize the Negro as something inferior because of his differences, but one which will develop the distinctive qualities of those who are different; a philosophy which will not limit and restrict educational advancement, but one which permits of the fullest possible contribution to society commensurate with capacity, interest, and effort."

Last year the National Conference on Fundamental Problems in the Education of Negroes formulated such a philosophy. After an extended period of study on the part of hundreds of teachers, and administrators representing every kind and level of education, in cooperation with social and religious workers, and business and professional leaders a series of reports were submitted to the Conference for consideration and discussion. These reports covered the major life functions in which Negroes engage. These life functions were studied in light of the theory and practice in Negro education, and an effort was made to show how the education of Negroes could better be related to the life which they are now living and hope to live in the immediate future.

These reports represented the crystallization of the best thought in America on the problems under discussion. Every school of thought was represented. Because of their comprehensiveness, depth and perspective, in relation to both life activities and education it is believed that the reports set forth a rather adequate philosophy of life and of education for Negroes. This philosophy was summarized in a succinct statement called *Fundamentals in the Education of Negroes*. This now famous document, called by many persons—the Bill of Rights for Negro Education, has become familiar to hundreds and thousands of school people and lay citizens. It will be remembered that the goals set forth in this document were of two kinds—first, those dealing with the purposes of life in a democratic society, and second, those dealing with the function of education as an instrument in the realization of life's purposes.

There are six goals set forth representing the following: (1) Home Life—the most formative influence in the life of the individual. (2) Vocation—the symbol of one's independence and individuality. (3) Citizenship—the highest expression of cooperative, democratic living. (4) Recreation and Leisure—the channel through which the personality reaches its fullest growth and fruition. (5) Health—the sustaining force which energizes, integrates, and impels mind and body. And (6) Character—the organization of energy, intelligence and insight in relation to social situations.

It is believed that the Conference rendered a great service in thus defining some of the significant values in life for Negroes. It cleared the muddle and confusion prevailing in our educational thought. In the definition of and agreement upon what the highest values of life are, the Conference paved the way for the formulation of educational goals, and placed upon teachers of Negroes the obligation of continual study with a view of better relating educational aims and procedures to the needs of life.

I repeat in substance what I said last year—namely, that I can conceive of nothing more efficacious in its benefits than a long time program on the part of teachers, organizations and lay citizens in interpreting and applying the findings of the National Conference to the theory and practice in the education of our group.

My purpose at this time is to discuss two aspects of that proposed program, namely, the education of Negroes for leadership and for work, or, the development of leaders and better vocational adjustment as objectives for teachers of Negro youth.

LEADERSHIP

The discovery, the training and the promotion of leaders among Negroes are demanded and are fundamental to any philosophy that may be formulated or any program that may be devised.

Deterrents to Leadership

The need for leadership is imperative in spite of the fact that there are many factors today which tend to discount the value of personal leaders. It may be appropriate here to cite a few of these deterrent factors. (a) One of them is the increasing importance attached to facts. What are the facts in the case is the first question asked when a problem arises. Having ascertained the facts it is assumed that we shall be guided in the direction which they point. (b) Another factor is the educational progress made by the race. With the increase in educational attainment there is a tendency for the individual to depend more on himself for guidance and to be skeptical of the ability of others to direct him. (c) Still another factor is the diffusion of the scientific method. One ex-

treme view of science calls for a sort of neutrality that almost amounts to indecision. A person is told that he must have a suspended judgment, that he must wait until all the facts are in, that it is unscientific and dogmatic to inject the personal element and "take sides." (d) The last factor retarding the development of leadership to which attention is called is the failure of many of our leaders. Much of this failure may be attributed to (1) The attempt of a leader in one sphere in which he was more or less qualified to lead in other spheres for which he had no qualifications; (2) failure to keep abreast of advancing progress; (3) unwillingness to cooperate; (4) envy and jealousy; (5) lack of vision; (6) disregard of the needs of the masses; and (7) lack of integrity. These and other factors have caused a great dearth in leadership.

This dearth of leadership and the factors influencing it are not, however, confined to the colored race. Nicholas Murray Butler, after a world tour in 1927, in the course of a press interview said: "For two thousand years past there never was a period when some where in the world there was not a really great poet, philosopher, or genius of some sort who dwarfed his fellowmen. Yet today there is not a single great man in any country of the world."

As a possible explanation Dr. Butler advanced the theory that "Perhaps the intelligence and the standards of knowledge of the public have attained so high a level that the great no longer look great—as when the plains raise the mountains look small."

Need of Leaders

Notwithstanding these deterrent factors and the many divisive elements in the race, the need for strong personal leadership in the realization of its goals is indicated more than ever before. This is a time such as that referred to by Lord Roseberry in one of his celebrated orations, when he said. "There are junctures in the affairs of men when what is wanted is a Man—not treasures, not fleets, not legions, but a Man—the man of the moment." This is a juncture in the life of Negroes, my friends, when what is needed are MEN! We need leaders whose minds are stored with relevant facts and whose training is such that they can marshal and command those facts when needed. We need leaders who are scientific in the broadest sense of the term and who approach the problems that confront them and the group with the scientific spirit and method. We need leaders who are thoroughly familiar with the historical background of the race and who are willing to build upon the foundations already laid, utilizing our successes and avoiding our failures. We need leaders who are sufficiently realistic to recognize the position of the race in its present social setting, yet idealistic enough to envisage and courageous enough to strive for the highest attainable goals. We need leaders who are not too credulous and who are unwilling to compromise principle or the in-

terest of the race for flattery, or money or even a job. And, we need leaders who are free from those traits which have so disastrously divided the race, such as sectionalism, and occupational, religious, and color prejudices; leaders who will realize that the fundamental problems and difficulties of the race are common to all alike.

"God give us men. The time demands

Strong minds, great hearts, true faith, and willing hands."

Discovering Leaders

If the goals set forth by the National Conference would be realized there must be such leaders in every walk of life—in art, in science, in business and in the social and spiritual realms. And, it's the business of teachers of Negro youth to look for, to train and to promote such leaders. There is no task more important today than this. The numbers of children in the care of teachers, the length of time they are with them, and the variety of circumstances under which they may observe them put teachers in a more strategic position than any other group of people to discover potential leaders.

In order to discover potential leaders, however, teachers must be vigilant. They should be ever on the alert to detect the smallest spark of genius, and having found it, it should be framed and nurtured and encouraged until it bursts forth in an unquenchable flame. Teachers should equip themselves broadly for this exploratory task by reading widely in the field of biography, by studying some of the outstanding works of genius, and by being keenly observant of men and women in the various walks of life. We never know what possibilities lie within a child, for example, Pasteur's teachers saw no special mark of genius in him, and when "he passed the examination for the degree of bachelor of sciences there was attached to his diploma a note stating that he was 'Mediocre' in chemistry, the very branch of learning in which he afterward shone so gloriously." Similar stories might be told of Darwin, Edison and many other geniuses. These achieved in spite of teachers. But in general, genius and the qualities which make for leadership, of whatever nature, require for their nurture and development sympathy and understanding. Many a genius or potential leader has been "still born" because of the unsympathetic attitude of some teacher.

I know of teachers who engender fear and hate in their children instead of love and respect; who develop contractive and inhibitory rather than expansive and expressive dispositions; teachers who call their children ugly names, who reflect on their families, and who make fun of their clothes, their hair or complexion; who will lie and cheat and practice deceit and partiality before their children; who are indifferent, and lazy and quarrelsome. Such teachers are not likely to find many geniuses in their classes nor to culti-

vate an interest in learning. In my travels it is my privilege to come into contact with many teachers, children and parents. While I find hosts of excellent teachers who are cultivating the best talents in their children, it is regrettable to say that too many cases of the kind just related are found to exist. The inhibitive, restrictive, segregated and discriminatory world in which colored children live is alone sufficient to kill whatever spark of genius they may have, but the Negro children who have in addition, bad, indifferent, and unsympathetic teaching are truly to be pitied.

Training Leaders

It is not enough to *discover* potential leaders—they must have appropriate and adequate training if the race is to benefit from their potentialities. Many a leader has been lost to the group because the spark of genius which was found was not properly nourished and developed.

Curriculum. Two aspects of the school will be mentioned as contributing to the development of leaders. The first is the curriculum. (1) The curriculum should be vital, that is, it should be related, insofar as possible, to the life which the prospective leader is to follow. It is as impossible to prepare a leader for the 20th Century with a 17th or 18th Century curriculum as it is to make an aeroplane with the tools used in making an ox cart. (2) Moreover, the curriculum should be enriched. Life expresses itself through many facets, and one never knows which facet may send forth the stream of genius. It is incumbent upon the school, therefore, to provide the channel so that if the stream begins to flow it may have a means of escape. If it is not given an outlet the pent up desires and emotions may eventually burst forth on society like a broken dam and through crime or other social maladjustments cause great damage and suffering. (3) Furthermore, the curriculum should be flexible. It should be possible to make it fit the varying needs of the children for whom it is supposed to be constructed. When one considers the rigidity which characterizes most of our curriculums and the manner in which they are administered one wonders whether the curriculums are made for the children or the children for the curriculums. Many a genius has been sacrificed on the altar of required courses, prerequisites and major and minor prescriptions. I am not advocating the abandonment of all standards, but I am suggesting that standards be more qualitative and less quantitative. The way has already been shown by many high schools, colleges, and accrediting agencies.

Recent studies show that the curriculums in Negro schools and colleges are lacking in vitality, in enrichment, and in flexibility. If, therefore, we would have education fulfill its obligation in producing leaders we can no longer lag behind in correcting these defects.

Environment. The second aspect of the school that may contribute to the development of leaders is the school environment. The school conditions and atmosphere surrounding our children largely determine whether or not some of them will develop into leaders.

(1) First of all the method of teaching should be such as to encourage the development of independence in thinking and expression. Independence is a primary factor in leadership, but it is a well known fact that most of our school work not only fails to encourage it, but frequently discourages it. Because of the attitude of authority and superiority assumed by many teachers children's initiative is frequently killed, and because of the emphasis placed on *teaching*, children are made dependent. They come to school to be *taught* by teachers rather than to *learn* by their own activity. Also, because of the poor preparation of many teachers and their feeling of inadequacy children are not allowed to ask questions and thus give expression to one of the greatest motivating agencies in the whole learning process—curiosity. Where curiosity is thwarted, and initiative is killed, and independence is discouraged there is little hope to develop leaders. (2) Another factor in the environment of schools for colored children which tends to retard development of leadership is lack of extra-curriculum activities. Recent studies have shown these schools to be far below the accepted standards in numbers, kinds, organization, administration, and quality of extra-curriculum activities. Such activities, if properly conducted, afford excellent opportunities for the development of qualities of leadership. Too frequently, however, where such programs exist they are so completely dominated by the faculty that such possibilities are lost or are reduced to a minimum. (3) Perhaps the most important factor in the school environment offering possibilities for the development of leadership among Negroes is the teaching of Negro history. To help our boys and girls to a full understanding and appreciation of the contributions made by the Negro to both ancient and modern civilizations is to open up to them areas of human achievement hitherto unknown and undreamed of. It will lead them to the realization of their own potentialities, and will provide both from the past and contemporary life of their kith and kin, fine examples from every walk of life that are worthy of emulation. No race can expect to produce leaders that does not make its youth proud of its traditions and its place in the family of races. If we are to have Negro leaders commensurate with the extent and gravity of the need, teachers of our youth must themselves be informed, concerning the history of the race, must be imbued with the spirit of race pride and unity, and must, without prejudice and bias, become apostles of the truth *about* the race.

The Masses

From what has been said about geniuses and lead-

ers it should not be assumed that I am disregarding the interests of the masses, for I am not. They are just as important as the leaders. It is useless to develop leaders in a democracy unless at the same time the general cultural level of the masses is raised. Accordingly, our schools and colleges must address themselves to the task of education for followership. The proper education of the leaders will aid greatly in this process, for since they will be able to lead in only one or two spheres frequently they will be followers themselves. Emphasis upon the social character of education and leadership rather than upon the individualistic will do much to prepare both the leaders and the followers for the type of cooperative and interdependent life we must live in our closely knit and integrated society. In such a program of education for leadership the potential leader will be imbued with a sense of social obligation. He will know that the nurture and care with which is given him is not for personal aggrandizement or to satisfy his selfish ambitions, but that the fullest development of his special gifts and talents is demanded by the common welfare of the race. Thus, all would be united in the one purpose of enriching the cultural and material life of the race through the development of the special talents of the gifted and by raising the general cultural level of the masses.

Continuity in Leadership

An example of the possibilities of training for leadership is found in the government service of Great Britain, and also in recent years to a less degree in our own State Department. It is also seen in many great corporations in this country. Although this type of opportunity is generally denied Negroes now, there are many other things the race can do which are not being done while it is waiting for the larger opportunities to materialize. One is the provision of continuity and perpetuity in the organizations and institutions which it has. Few of our leaders today in any walk of life have understudies. Consequently, when these leaders pass from the stage of action we shall not be able to build upon the foundations which they laid, but shall have to start from "scratch." This is both expensive and wasteful, and tends to make the progress of the race slower than it otherwise would be. The process may be compared to a relay race, which the contestants for the other group pass on the torch from one to another, but *our* contestants must begin anew each time. Demanding a larger participation in the administration and control of the various institutions and agencies for the welfare of the race, as recommended by the National Conference, is one way of providing for understudies and continuity of service.

Now, there are two points which I wish to stress in concluding my remarks concerning leadership. In the first place, without discounting the value of anything

that has been said regarding a long time educational program for the discovery and promotion of leadership among Negroes, I must take this opportunity to emphasize the need of leadership at the present moment. Right now policies are being formed and programs are being made, which, although of an emergency nature, will affect the Negro for generations to come. Patterns of individual thinking and social behavior are in the making. Interracial, inter-group, and intra-racial relationships are taking shape. The form which they take and the direction in which they move will depend more than anything else upon the type of Negro leadership that shall emerge—national leadership, yes; State and regional leadership, yes; but more important of all they will depend upon local leadership.

It has been emphasized in the past, but recent events reemphasize it with crystal clearness, that in the final analysis most of the programs for social reconstruction and individual betterment will depend for their realization upon the initiative, vision, and ingenuity of the local communities. It is here where the Negro has his largest opportunity as he makes his presence felt, as he constantly keeps on the alert, and as he presses his claim for inclusion in and integration into whatever programs are formulated. If the leadership in the various communities, East and West, North and South, can find effective and vigorous ways of cooperating on common problems, their voices will be heard and their presence felt not only in the local community but nationally as well.

The second point which I wish to emphasize is this—However much personal and individual leadership we may have it will avail us nothing save at the same time we develop an intelligent virile, and forward-looking institutional leadership. Institutional leadership which will bring together the best minds, the most willing and skillful hands, and the most courageous spirits in the Negro race.

Now, I am clear in my own mind that this organization—The N. A. T. C. S.—is in the most strategic position of any that I know to assume such leadership. If there is to be a sort of interlocking dictatorship in the affairs of Negroes, and especially of Negro education, this organization should assume that responsibility. Moreover, while I believe that there should be spheres of activity to prevent overlapping among institutions as among individuals, if there is one single organization among Negroes that has the right to assume leadership in all spheres of educational activity it is the N.A.T.C.S.

It is well known that in many respects this organization has slept on its rights and has been derelict in its duty. However, it is not too late to awake to the opportunities that knock now at your door. I heartily commend you for what has been done at this present session. I can see in it the beginnings of the much

needed awakening. But I warn you, that unless you accept the challenge very soon which is found in the need for Negro leadership it will be too late. Unless we develop a purposeful and constructive program for discovering, training, and promoting Negro leaders, and provide for continuity of service, and unless our leaders identify themselves in an understandable and sympathetic manner with the interests of the masses, and unless our national professional organizations assume their responsibility of institutional leadership, in the next generation we shall be farther behind the procession than we are at present.

VOCATIONS

We shall now turn our attention briefly to a consideration of the education of Negroes for work.

Negroes have reached a critical stage in their history. The anomalous development of their vocational life has brought them to the cross roads where they must now choose the path they are to travel. This choice cannot be made as in the past, on sentiment, superficial knowledge, prejudice, or by a hit and miss method. Nor can they, ostrich like, ignore their plight in the hope that everything will eventually come out all right.

In discussing the education of Negroes for vocational life I shall not consider at length such well known social and economic factors as the technological advance and its effects on occupational shifts, agricultural disorganization and urbanization, or industrialization and unionization; nor even the better known educational phases such as self-analysis and vocational analysis; choosing and training for an occupation; finding employment; and making advancement. I shall instead very briefly direct attention to a few less commonly appreciated factors in the vocational life of Negroes and point out the function of the teacher in relation to them.

Attitude Toward Work

The first factor which I shall discuss is attitude toward work. It is with considerable temerity that I bring up so delicate and unpopular a subject, but in spite of the fact that many of the millions who are out of work are not anxious to find any, and still more of the millions who are now working wish they did not have to work, work will for sometime to come be a necessity for most people, and will probably be the lever by which civilizations will rise inch by inch.

It would seem, therefore, wise and proper for teachers to attempt to instill into their pupils a wholesome attitude toward work. It is realized how difficult it is to do this unless at the same time the attitude of adults is also changed. However, failure to attack the problem from the adult angle is no excuse for teachers failing to do what they can with the children.

The eastern poet, Gibran, in his *Prophet*, gives us a suggestion of the attitude which we should assume toward work in the following lines:

"Always you have been told that work is a
cure and labor a misfortune
But I say to you that when you work you
fulfill a part of earth's furthest dream, assigned
to you when that dream was born,
And in keeping yourself with labor you are
in truth loving life,
And to love life through labor is to be
intimate with life's inmost secret."

With the spirit of such a song in one's heart no work would be drudgery, but every task should become a stepping stone to social usefulness and personal happiness.

"**Getting by.**" Isocrates, the Attic orator and teacher, kept a school in Athens, near the Lyceum. For more than thirty years this celebrated school was known by its high quality of work. It is said that the names of the writers, scholars and declaimers who were taught there would make a brilliant roll. Over the door of this institution were inscribed these words in letters of gold:

"If you are a lover of instruction, you will be well instructed."

Unfortunately, the average American youth is not a lover of instruction, and although the Negro youth can ill-afford it, he is no exception. One of the first problems facing teachers in this connection is the desire to "get by". This, being an American trait, finds expression in the schools as indicated by the following conversation between two gentlemen: "All my son does at college is have a good time," said a father. "Are you sorry you sent him?" asked the friend. "Well, no", said the father, "I just regret that I didn't go and have a little fun myself." The average child and the average parent do not consider education seriously. It is taken as a matter of course, a thing to be pursued because others are doing it. It is believed that the badges and symbols, in the form of credits, units, diplomas, and degrees will somehow give one an entree into social, professional and business life, and that they will somehow help one to advance and to achieve material success. The important thing, then, is to get the badge, and the easiest and quickest way it can be got, the better.

This same spirit prevails in relation to one's vocation. The average person does not look forward to his daily work with much zest. The idea is to put in as little time and energy as possible and get as great a return in dollars and cents as possible. What is needed is to teach people to identify themselves with their work, to become interested in it as a process and as an end in itself by studying its possibilities and relationships. They should be taught to see social values in their work as well as sources of personal happiness. A very real beginning can be made in this direction in our schools, of all levels and kinds.

However, it will have to be done by example as well

as by precept. That is, teachers themselves must have the proper attitude toward their work. Nothing is more contagious than enthusiasm and happiness. But when we contemplate the great influence that teachers may have in this regard and their failure to take advantage of the opportunity, the situation becomes discouraging. Many other things may be done in the schools—in organization, administration and in methods of teaching that will conduce to a changed attitude on the part of students. Likewise, much may be done in the organization and operation of the work that will make it more stimulating and invigorating. However, our interest here is in what teachers and students may do themselves.

Hierarchy of occupation. Another problem relating to one's attitude toward work is the tendency to think of occupations in a sort of hierarchy. This has resulted from the unfortunate and false relative values ascribed to occupations by society. Sight is lost of the fact that the status of occupations changes with changing social and economic conditions. The esteem in which different vocations are held at any given period seldom has any relation to the real value of the service which they render to society. In one age the "lawyer is despised and the barber is held in highest honor; in another age the barber is placed on a low level, and the lawyer on a high one." Also, the elements involved in a vocation change from age to age. In the past certain professional occupations, such as practicing law or medicine were matters of simple routine, today they involve highly complex processes and materials. In the past a shoemaker had to be a designer, operator, salesman and collector. Today the process of making shoes consists of many simple tasks, each performed by hundred of persons. You are familiar with the saying of an educational authority, that next to the principal in a school the most important person is the janitor. Who can say that the street sweeper and the garbage man render services of less value to society than the teachers, preachers and other public officials, or than persons like Bing Crosby, Kate Smith, or Dizzy Dean?

Moreover, it should be remembered that one with an average amount of intelligence can successfully pursue almost any of the 20,000 jobs listed by the Census Bureau. Tests have been made which show certain persons pursuing simple or menial occupations to have as high intelligence as many of those who are successfully pursuing careers on the so-called higher levels. And I am sure that you have seen surgeons who would make much better butchers and ministers who would succeed well as comedians or burlesque performers. The fact is, the status of vocations is too uncertain to encourage people to attach high esteem to one and low esteem to another. If we present these facts to children—and parents—much heartache and disappointment will be avoided by persons

who in the selection of their life work have attached a wrong sense of values to vocations.

Furthermore, such an approach to the study of vocations will tend to make a person do his best wherever he is day by day. It will cause him to study and improve himself in his present occupation. One of the reasons Negroes have been displaced in certain occupations is because they have looked upon them with disdain and have failed to improve themselves in the job. It is gratifying to observe the rapid increase in employment in many of the newer occupations, but it is important that we do not turn our backs on the old occupations. Our motto should be to "Get all we *can*, and hold all we *have*!" But we cannot get the new, nor can we hold the old without a changed attitude toward work.

Again, let Gibran's Prophet teach us concerning the status of various occupations in these words:

"Often have I heard you say, as if in sleep, 'He who works in marble, and finds the shape of his own soul in the stone, is nobler than he who ploughs the soil.

And he who seizes the rainbow to lay it on a cloth in the likeness of man, is more than he who makes the sandals for our feet.'

But I say, not in sleep, but in the overwakefulness of noontide that the wind speaks not more sweetly to the giant oak than to the least of all the blades of grass;

And he alone is great who turns the voice of the wind into a song made sweeter by his own living. (Because)

Work is love made visible

And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy."

Flexibility

The second factor in the vocational life of Negroes to which teachers should give attention is that of flexibility. Flexibility of hand, and mind, and spirit. The constant shifts taking place in vocational life resulting from technological advance, and the uncertainties due to social change demand flexibility as never before. Unless the Negro can adapt himself to new demands, and adjust himself to new situations many of his jobs will be irretrievably lost in the occupational shuffle. Teachers can contribute greatly to the development of the necessary versatility by encouraging their children to exercise those qualities mentioned earlier; namely, initiative, curiosity, and independence.

Although this is an age of specialization and the Negro is already lagging behind in this regard, less emphasis should be placed on skills, and more on the social aspects of work. An invention may make specific skills in and technical knowledge concerning a

vocation obsolete overnight and cause the training in these to become useless. Since, therefore, most schools are not equipped adequately and in a modern way to furnish the needed training, and since most of the necessary skills for the average occupation can be learned better and quicker on the job, the schools and colleges should devote the major part of their time to those phases of vocational education designed to make the individual capable of adjusting himself to new situations.

Personality

The third factor to which attention is called is personality. It is increasingly being realized that the most important factor in an individual's success is not knowledge, nor skill, nor many of the other factors upon which success formerly depended, but it is personality; especially those subtle personality factors such as desires, motives, and aspirations. How an individual reacts to the positive as well as the negative elements in his daily experiences is in the final analysis the determining factor in his success or failure.

Because of the complex nature of society, and the pressures resulting from the multiplicity of social relationships in our modern life, men are beginning to turn their attention from the forces and materials of external life, and are beginning to pay attention to some of the inner forces. Teachers, likewise, must begin to emphasize more the psychological forces governing one's behavior. They must shift their emphasis from subject matter, drill and techniques to the release, cultivation, and guidance of personality. Although the field of student personnel has marshalled the contributions of psychology, biology, medicine, mental hygiene, psychiatry, sociology, anthropology, and education, and focused them on the problem of personality growth and adjustment, the rank and file of teachers have not yet become aware of the need nor the possibilities in this field. Every teacher, from the kindergarten to college, has an opportunity and obligation in this matter, and by recognizing and doing something about it he may make a real contribution to the vocational life of Negroes.

In-service Training

The fourth and last factor to be considered is that of training in service. The need of in-service training of teachers has for some time been recognized by the schools. But do they not owe the same obligation to the graduates and former students who are pursuing vocations other than teaching? I say, Yes! It is the obligation of schools and colleges to enlarge their services to cover the major vocational activities of the community in which they are located and to extend them to everyone interested, whether he is a teacher or domestic worker; a mechanic or a bootblack. This is in line with the well known conception that education is a social service that should be provided for

every member of the community for as long a time as he wishes to utilize it, and in whatever manner it will enable him to be more socially useful and personally happy.

In speaking thus of the work of the world I would not have you think that I am unmindful of the obstacles presented by our mechanized and industrialized age; of how one becomes a mere cog in a wheel; of the enervating nature of one's job; of the lack of those stimulating, motivating, driving influences. One's very soul cries out against these conditions, and the cry should not be hushed till the wrongs are righted. But what I have been speaking of here is a sort of sublimation, or defense mechanism which will assist one in making the best of a bad situation. It is an internal adjustment, by means of which one grows in spite of the surrounding barrenness; remains serene in spite of the confusion; keeps happy in spite of the discontent. It is only by some such means that one may gain some of the essentials of the world and yet save his own soul.

CONCLUSION

As has been said, the average American measures everything in terms of dollars. His sense of values may be indicated by the answer a college student gave to an examination question on Shakespeare. He said, "Shakespeare never made much money and is famous, therefore, *only* because of his plays."

And so, I ask, in conclusion, when we shall have formulated a program for the development of leaders and for the improvement of the vocational life of Negroes, what will be the ultimate purpose of it all? Will it be merely to enhance the power and wealth of the individual? Will it be to give him greater control over his fellows or over the material goods of life? If these alone are the goals, it were better that Negroes remained in their present plight. It is realized how difficult it is for a minority group to deviate from the beaten path laid out by the majority. But there is a small group of men and women within the dominant class who see the dawning of a new day. They see "the handwriting on the wall"—that selfishness, materialistic and individualistic aims in life are *passee*, that there is emerging a concept of human relationships based on the true democratic principles of cooperation and advancement in terms of worth and ability rather than class and race money. This is the group we should follow!

Success, in such a society as is envisaged, will be measured not in terms of wealth accumulated or positions held, or social status achieved, or the cheap, superficial and transitory glamour so prevalent today, but rather in terms of fundamental human and spiritual values—values that have their roots in the best and finest that the human race is capable of knowing

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PANEL DISCUSSION

The Contribution of the Elementary Schools

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We now turn our attention toward the general theme of our convention. "The Education of the Negro for the Creation, Development and Proper Use of Diversified Vocational Opportunities." Particularly, do we at this session view this topic from the standpoint of elementary school education.

Vocational opportunities concern themselves with occupational life. Division of labor in occupational life which is one of the greatest institutions in modern civilization is built upon reciprocal relationships and the principle of mutuality.

With the passing of the philosophy of rugged individualism and the adoption of the philosophy of collective bargaining, it becomes more and more necessary for specific guidance in vocational education.

Comprehensive programs of vocational guidance in progressive school systems recognize six important steps: self-discovery, the study of vocations, opportunity for sensible choice, vocational education with its implications of skills, technical knowledges, and wisdom or social understanding, opportunity to secure work, and opportunity to make progressive adjustment.

The psychology of pedagogy and economy of teaching familiarizes us as educators with the fact that learnings should be offered the child nearest to the area of his life where use is needed. I should like, therefore, to go on record definitely with the statement that *specialized training in vocational guidance has no place in the elementary school due to the fact that gainful occupation is restricted to children of elementary school age under the laws of child labor.*

What then is the problem of elementary school with regard to the "Education of the Negro for the Creation, Development and Proper Use of Diversified Vocational Opportunities?"

The purpose of the elementary school in the general scheme of education is to adjust and adapt, to integrate, differentiate, prepare, select, diagnose, direct and to promote research.

View the elementary school as extending from the eighth or the sixth grade down through the kindergarten and nursery school into the home of the pre-school age. It is a vestibule to living. It is a period of orientation into life—built upon reciprocal relationships and the principle of mutuality. In the elementary school securing an education in living is the child's sole vocation.

The old conception of education in the elementary school was monastic in type. The school was a thing apart from life. The curriculum of the 3 R's was sterile, traditional subject matter inflicted upon the child.

The new conception of education is "Education as Guidance." View guidance in the light of the total task of education offering *life and living* as the thing to be learned, with the elementary school as a laboratory in this *living*.

This conception of education as guidance demands the solution of three major problems.

The first is the problem of the child—an analysis psychologically of the steps by which he normally and progressively develops. The second is the problem of Life Activities—an analysis of the major activities of life with their implications of specific activities, their useful knowledge, and appropriate wisdoms. The third problem is that of Curriculum Reconstruction providing for effective inter-relationships between the specific activities, knowledges, and wisdoms.

The purpose of the solution to these three problems is to guide the young child in Living, to aid in improving, extending and organizing his individual and his cooperative activities.

The method is guidance which has been wisely stated as "neither adjusting nor suggesting; conditioning nor controlling; directing nor taking the responsibility for anyone." Guidance is best defined in terms of the following criteria:

1. The person being guided is the one who is solving the problem, performing the task, and moving on toward some objective.
2. The person being guided is the one who usually takes the initiative, and asks that he be guided.
3. The guide must be a sympathetic, friendly, understanding personality who is endowed with superior experience, knowledge and wisdom.
4. The method of guidance is that of offering to the one guided "opportunities for new and bigger experiences and enlightenment leading to greater insight."
5. The person guided progressively consents to receive expert guidance, reserving the right to make his own decisions by either receiving or rejecting the offerings.

The ultimate aim of this method is to make the individual better able to enjoy effective *self-guidance*.

Analysis of Life demands guidance in eight major areas of living:

1. The child's education as a career which concerns itself with educational success in the elementary school in learning how to study, use the common tools of learning, adjust school life to other activities, attend school regularly and punctually, speak fluently and effectively, interview successfully, compose and write skillfully, take examinations with ease, use the library efficiently, and make important decisions wisely and independently.

2. Home relationships presenting the child's present family problems.

3. Citizenship involving organized juvenile and adult government.

4. Vocations introducing and acquainting the child with the world, the people of the world, and the work of the world.

5. Leisure and recreational activities caring for the child's spare time interests.

6. Personal well-being keeping the mind and body in a good condition.

7. Religious activities in which the child, even though public schools do not stress this field, is made to realize that religion is valuable toward forming an integrating philosophy of life.

8. Miscellaneous activities caring for transitions from one experience to another.

In addition to these eight areas of learning in living, there are five major attitudes in which the child needs guidance. These attitudes are the modes, the methods and procedures by which all life activities must be performed. They are the abstractions which having no substance in and of themselves exist through manifestation in all activities in all fields of living. They run perpendicularly to and horizontally through the eight areas overlapping and merging one into another: ethical conduct, thoughtful conduct including thinking and reasoning, cooperative action, wholesome action and cultural action.

Ethical character is not a thing apart from ethical action. Ethics is as ethics does. The test lies in right doing.

The cultural attitude must be applied to all activi-

ties. It means the desire for achieving excellence. It must not be manifested partially upon occasions, or in free time activities alone; but must appear under any conditions or circumstances. One of our greatest needs is attention to ethics.

In order to carry out in the elementary schools a comprehensive program of guidance in these eight areas of living and in the five major attitudes, the following elements must be recognized and provided for:

1. A rich program of specific activities.
2. Class discussion with individual and group participation.
3. Individual and group counselling.
4. Committee research conducted by qualified teachers who will further plan and execute.

What will be the results? Boys and girls will see the relationship between their learning and their living, with a thoughtful attitude search habitually for highest knowledge and morale in all their activities, cooperate at home and abroad, enjoy wholesome friendships and worthwhile leisure, maintain their individual well-being intelligently through self-motivation, at the same time displaying interest in the general welfare of community health and sanitation, use religion in the solution of life's problems, consider ethical issues, and act upon ethical authority, judge every situation with careful thinking and with effective consideration for standards of excellence.

With this task of education as guidance well done, the elementary school can with confidence turn over to the trade schools, junior high schools and senior high schools children prepared for specific vocational training.

Contribution of the Elementary School to the Education of the Group

EDITH A. LYONS, Principal, Morgan Demonstration, Washington, D. C.

May I introduce to you this morning two interesting young friends with whom I have the pleasure of working at the Morgan School in Washington, D. C.

Here is John, a shy lad of fifteen years, much retarded in the fourth grade, of low mentality and with rather a miserable record in his academic subjects. He is not a behavior problem in school from the stand point of disturbing the order of the class room but he is a problem of the less obvious, more subtle type—the social introvert type. He truants from school, usually alone. The socio-economic status of the family is fairly good. The mother, a young woman, frankly admitted that although John is never impudent to her, she just can't compel him to do anything he does not want to do, as for instance, attend school regularly.

John was given all types of tests to help in his adjustment. The results were discouraging. His scores were very low on all achievement tests. The only hopeful outlook was that he made a grade just a little below class average in his geography. This was interesting. We gained the boy's confidence and he told of his out-of-school activities. His attitude of indifference and shyness sloughed off. He was talking about the major interest in his life, trains. All his spare time he spent in the train yards. After school and on days he was truanting John was over in the yards riding with the engineers as they shifted trains back and forth; he was listening to the jargon of the freight yards, following the somewhat scientific discussions of the engineers as they went about their work. Yes, this slow retarded boy amazed us all with his wealth of information on trains. He wasn't inter-

ested in the stories in the fourth grade readers. He produced a magazine of train stories that he said he bought each week and that he could read with his father's help. (Note he didn't say with the help of the school.)

Well, John was invited to address the upper grade students at the regular Wednesday afternoon meeting of the Science Club. He was in the midst of his talk when I visited the class with three very distinguished visitors. The visitors remarked about the interest and attention of the group and the unusual information and vocabulary of the speaker. Indeed, they could scarcely believe me when I gave them a short history of the boy's case. The fame of John's speech spread throughout the building. He was invited to speak to another science group.

You are asking how these experiences affected John. Was it really worth the effort to have learned the interests, aptitudes and needs of the individual child? Yes, it was. John was no longer a truant. He realized that his out of school interest was nothing to be ashamed of, for through this very interest he had gained recognition and status in the group and satisfaction for himself. Dr. Ben Wood tells us that we can't have solidarity without individual satisfaction.

My other young friend is William, recently released from a correctional institution and harboring a resentful attitude towards all schools for he feels that the schools were the cause of his incarceration in the institution where he was sent for stealing. I confess that when William arrived at Morgan School one Friday morning with his mother, I experienced a feeling of despair as I noted that his report from the correctional institution showed not only poor marks in school subjects but low grades in character traits. I am afraid some of my chagrin showed in my face for his mother, a nervous, half sick, fretful woman, parent of eight small children, said that she was very sorry William had been released because she knew he was troublesome and she didn't know what she would do with him at home and besides the father didn't make enough money to take care of them all anyway. I quickly assured her I was glad to have William at Morgan and we would do everything we could to make him happy and contented. There sat William in his fine new clothes presented to him as a parting gift from the institution. He looked from one to the other of us and I could tell he didn't believe that I intended to keep faith with him. He was assigned to his class room and for a few days I had no report from him. About a week later, however, his teacher reported that he had had a serious temper tantrum and had used some profane language in the play room at recess period. The teacher and I had William in the office for a conference. He blurted out in a burst of tears that he hated Morgan School, he knew we didn't like him and we thought our old

school was the best in the world! He added that he didn't care what we did with him.

The teacher and I realized that somehow we had failed this boy. The child, out of the wisdom of his poor little unadjusted life, felt that we really had not helped him as we had promised. I am sure I offered up a silent prayer for help with this child. It must have been answered for after an intensive study of his interests, needs and ability we were able to make a happy adjustment with him. A thorough physical examination disclosed the fact that William's eye sight was very poor. We set about having this defect corrected. We found he had rather unusual knowledge of the breeding of fish, therefore, we made it possible for him to satisfy this wholesome and worth while interest. It was indeed a real inspiration for all of us to see this boy change from a resentful problem child with potentialities of a real delinquent into a happily adjusted boy, working aggressively at his tasks without persuasion and cooperating in many school activities for the good of the social group.

These cases of adjustment are typical of many others that have taken place at our school this year and that I am sure you could duplicate in your own situations. Yet, how many children drift through our schools every year, branded as problem cases and shunted off into situations that foster their delinquencies. Elliott and Merrill in their recent work on "Social Disorganization" state:

"The school must bear its share of responsibility for delinquent conduct, since it supervises a larger share of the younger children's waking day than do the parents. One of the most frequent pre-delinquent behavior habits is truancy, which has been called the kindergarten of crime. The school often fails in its task of providing ample stimulation in the subjects presented, and from this standpoint well deserves its fair share of indictment. Failure to recognize individual differences or to relate the school's program vitally to the needs of the growing child is a criticism which may be justly leveled at many school systems. Most schools are organized to please adults, not to stimulate the reluctant children. On the other hand, indifference on the part of the parents as to whether or not the child is prompt and regular in attendance and lack of interest in his general progress may be equally contributory to the child's truancy and subsequent delinquency.

"There should be little surprise that inadequate schooling is so universal a characteristic of delinquents. Most of them have dropped out of school to go to work, and the largest share is educationally retarded. Where there is some provision for more adequate enforcement of school laws and greater insight in dealing with backward children, fewer cases of delinquency occur."

I am wondering whether or not John M. Brewer in

his book "Education as Guidance" does not make a serious indictment against public education in the country when he tells us (1) the total cost of crime and dishonesty in this country is ten billion dollars annually. This is two and one half times the total ordinary expenses of the national government and twelve times the cost of the army and navy combined; (2) the estimated cost of crime by the National Probation Association is thirteen billion dollars; (3) counting all indirect expenditures, crime costs this country one fifth of our national income; (4) the Committee on Youth Outside the Home and School of the White House Conference on Child Health and Protection states "Our annual crime bill is in excess of sixteen billion. Our child welfare is five billion. The crime bill is for less than one million of our population while the welfare bill is for fifty million youths; (5) every time we grow a criminal, he costs us as much as the welfare influence in the lives of 160 normal boys.

Every year according to recent reports of the children's bureau at Washington ten to fifteen out of every one thousand children ranging in ages from 6 to 17 years come before juvenile courts. There are five times as many boys reported as girls. The relative figures of ages are given in the following table, based upon more than 25,000 cases recently investigated:

AGES OF CHILDREN IN JUVENILE COURTS

Ages	Boys	Girls
Under Ten	7%	4%
10 to 11	15%	7%
12 to 13	26%	19%
14 to 15	37%	47%
16 and over	10%	17%
Ages not stated	5%	6%

It will be noted that the boys are arraigned earlier than the girls. It will also be seen that a large share of these arraignments, probably 50%, are of children who are still required to go to school. It seems an evident conclusion that under present circumstances schools do not keep children out of Juvenile Courts and that children do not even wait to leave school before they begin reportable misdemeanors. If one child per hundred at the ages mentioned or one child in two hundred over 14 years of age is a candidate for consideration by the Juvenile Courts, it behooves teachers for the sake of this child and for society to find him before the court does and do what they can to guide him into better paths.

What are some of the facts concerning the contribution of our own racial group to delinquency and crime in this country? The report on crime issued by the National Commission of Law Observance and Enforcement states that—

"The Negro group in Chicago shows a somewhat higher rate of delinquents than either the native white

or native parentage or the native white of foreign parentage. While the ages 10 to 16 male Negro population was only 2.5 per cent of the total aged 10 to 16 male population in the city (Chicago) 9.9 per cent of the delinquents in the 1917-1923 series were Negroes. For this series as a whole the rate for the Negro group was 15.6 and for the single year 1920 the rate was 4.6." The percentage of American Negroes increased from 4.7 per cent in 1900 to 9.9 per cent in 1920 and to 21.7 per cent in 1930.

Dr. E. Franklin Frazier in his book "The Negro Family in Chicago" gives evidence that indicates the areas of highest rates of adult criminals are located near the central business district; in the Negro area extending south from the Loop and near the Union Stock Yards.

It is interesting to note, however, that according to the 1930 census of the total population in the United States, Negroes constitute only 9.7 per cent of the Juvenile delinquents.

Are we satisfied to allow our own children to yearly squander their rich educational opportunities through lack of understanding and guidance, when the doors of all types of opportunities are opening to them today as never before? The 1930 census reveals that of some 534 occupations there are only four in which no Negroes are found at all. There are scores of occupations in which less than a dozen Negroes are engaged, thus indicating that there are practically no occupations from which Negroes are excluded entirely.

Why is it then, that statistics and our own daily experiences with the problem, as school people, indicate clearly that our children are contributing a high delinquency rate all out of proportion to our population? The direction of educational training and guidance must be changed to meet and help solve the student problems created by the rapid and swift economic and social changes going on about us. We need not only a "workable" educational philosophy, but we need new objectives, new approaches, and new techniques for a practical educational program to meet the conditions created by these changes.

But, what has all this to do with the general theme of the convention "The Education of the Group for the Creation, Development and Proper Use of Diversified Vocational Opportunities? It seems that out of this introductory discussion we have drawn the elements of our problem. First, the high cost of crime in this country; second, juvenile delinquency basis for crime; third, contribution of our own racial group to juvenile delinquency and crime; fourth, the failure of members of our own social group to successfully avail themselves of the unrestricted, diversified occupational opportunities now open to us. It seems that the first three factors condition the fourth. The solution of the problem is a direct challenge to

the schools of this country. There is grave need of reorganization of school activities and curricula and the institution of new teaching techniques and devices if we are to adjust.

*"The opening of new fields, the creation of new skills and the development of new occupations hold out possibilities in many directions. The new interest which is being manifested in race relationships, not only by private agencies and groups, but by local and federal governments, holds out promise for the vocational participation of Negroes as advisers and leaders in a field which has hitherto been limited. The training of specialists to intelligently interpret social philosophy and social problems to a minority group from within that group in order that Negroes may become an integral part of plans and programs for social improvement, is essential.

What will be done to acquaint Negro boys and girls with these opportunities? What part will Negro Elementary Schools play in encouraging Negro youth to aspire for these callings? How will the occupational horizon of Negroes be lifted? How will social practice be provided students? Will the interests and aptitudes of Negro students be developed so that they may discover their own abilities and capacities for serviceable careers?

The individual must be analyzed and techniques built around methods of developing and estimating aptitudes, achievement, interest and personality traits. Occupations must be studied. And then the two must be related. Counseling methods and procedures must be more actually developed. The background of students must be carefully studied and personnel practices must be instituted to meet the needs. Negro students need opportunities to develop initiative, aggressiveness, confidence and they need general orientation in living. Schools have not recognized the necessity for supplying these requisite qualities so often lacking in the home and social environment of the average student.

Notwithstanding the fact that prejudice interferes with employment of Negroes, Negro students have the will and ambition to succeed and success commensurate with their ambition will come only when certain handicaps are overcome. Success will come for them from the same direction as it will come for all workers and the direction will be affected by social and economic changes which determine employment and influence educational procedure. Negroes, as well as others, must acquire the usual habits requisite to success—those which pertain to social performance as well as technical and mental fitness. Results in the shape of commendable progress point to potentialities of success greater than has yet been attained by Negroes. The schools must revise their curricula to provide these essentials to Negro students. They will

have to expose students to social practice as well as social theory. They will have to place at the disposal of students courses that will develop their ambitions, fire their imaginations, evaluate their temperaments and develop their personalities as well as those which offer them grades and certificates. It is a difficult task to find a job for the average Negro student. Better students will make the task easier; and producing better students is our primary obligation to the students, to ourselves and to society."

In the past year Washington, D. C. has sought a solution to the problem through its experiment in Character Education. The aim of character education is to develop in each child the desire and power to make the right choice in any conduct situation. Character education emphasizes the fact that the whole personality of the child is included in the field of education—intellectual, esthetic, physical, social, and moral; that the development of social and moral qualities is of importance equal or superior to the acquisition of information; and that the school must take cognizance of the extra-school life and living conditions of the child. Promotion and graduation, as well as the organization of the curriculum and the school, must logically follow these lines of emphasis.

Basic principles of the program are those of individualized education and may be stated in these terms:

1. Is your objective the improvement of the individual as a social being?
2. Is the pupil successful in doing what has been assigned to him? Does the child realize that he is successful, and does he get that satisfaction which comes only from success?
3. Is the pupil really interested in what he is doing and satisfied by doing it?
4. Does the pupil work aggressively without external compulsion?
5. Is your prescription based upon sufficient information regarding the abilities, interests, and needs of the pupil as a social being?
6. Do you recognize that your prescriptions are instrumental and provisional rather than objectives made and handed down which must be achieved at all cost?
7. Does your prescription take account of extra-school influences upon the learning habits of your pupils?
8. Is your judgment of the success of the pupil based upon what you think the pupil can do or is it a mass standard?

Responsibility of administration in charge of the program can best be given in terms of the report made by the superintendent of Schools, Dr. Frank Ballou, to the Board of Education May 8, 1935.

"To those in charge, this experiment means that the curriculum and the activities in the schools are being reorganized to give each child his **utmost chance to**

*Journal of Negro Education—January 1935.

achieve the best possible development of his own character."

The "utmost chance to achieve the best possible development of his own character" means:—

- I. The academic tasks shall be suited to his powers of achievement.
- II. That each child shall become a working partner in his own education.
- III. That each child shall become a participating member of his social group.
- IV. That the subject matter of his schooling shall serve three main purposes:
 - a. Give each child command of the tools and fundamental processes of education within the limits of his own abilities.
 - b. Develop interests that will contribute to happy living.
 - c. Develop him into a thinking member of society, sensitive to its problems and intelligently intent upon their solution.
- V. That we shall remove, insofar as possible, whatever obstructions and frustrations seem to be blocking the way to normal development.
- VI. That opportunities for the growth of each child in ethical concepts and in the application of ethical concepts to all the affairs of life shall be a major concern of the school.

We have seen that the problems of our racial group are due to the inability to adjust. This maladjustment is due to failure on the part of the elementary school to know intimately the interests, needs and abilities of each child and to use this knowledge to develop the child for his own good and that of the social group. The elementary school can make its best contribution to the problems of the Creation, Development and Proper Use of Diversified Vocational Opportunities for our group by a program of work based on the principles of individualized education as outlined in the Washington Character Education Experiment.

In closing I would like to pay a tribute to the elementary school teachers who are already working towards the accomplishment of these fine ideals, and in the words of Waddell White and Seeds state their creed:—

We believe the profession of teaching the foremost function of which is the guidance of those taught into a fuller, richer, better life to be a calling second to none in its significance to mankind as the agency most responsible for the promotion of social betterment.

We believe only those fully capable of understanding and assuming the responsibilities of such social servants, only those who have a vision of what a heaven on earth would mean and the faith to believe that with their help the brotherhood of man would become more of a realization; only those who can truly say with genuine feeling, "My teaching is my life. Through it I find my greatest satisfaction, joy and

happiness"—only those should enter into this profession, the members of which should always be prophets of the true God and usherers in of the true kingdom of God.

We believe that the "kingdom of God" to which Dewey refers in his Educational Creed represents a state of society dimly visioned—ideal now, but in the years to come, a possibility—a real necessity, if ethical and social progress is ever to reach and keep pace with that of a more material nature. Such a society would so manage itself and its environment that each individual, free to enter into experiences prompted by his worthy drives and desires, would develop his personality to the limit of his capacity—provided that such development would not interfere with the welfare and happiness of the group or any other members of society. In such a society, the welfare of the group as a whole would receive first consideration but the group would recognize that its progress would demand the greatest possible individual growth and so arrange for it. On the other hand, each member of this society would realize that the promotion of the welfare of the whole group would result in the greatest individual growth and freedom and therefore no one would act for himself alone in an unthinking and selfish way.

We believe that society today is faced by numbers of social, economic and political problems which increase daily and hourly as the discoveries and inventions of science bring about changes in man's way of living. Problems dealing with the over-population of certain countries of the world, the tragedy following in the wake of unemployment as machinery replaced man-power; the manipulation of food prices, the concentration of wealth in the hands of the few, the way to abolish warfare, the question of a World League or Federation, Nationalism versus Worldism, the manipulation of votes, the crisis brought about in the struggle between Labor and Capital and thousands of others must be faced squarely and solved if civilized life is to promise a chance for growth and happiness to each and all. This can be done successfully only by those who have an understanding of the causes lying behind each problem, coupled with the desire to act for the good of the whole. We know that society today is incapable of facing these great social issues unselfishly and we believe that the hope of the future lies in the gradual development of a group life conducted on an ethical basis.

We believe that the beginnings of such ideal societies can be glimpsed at the present time in schools in which teachers regard their groups as miniature societies where the children learn to live together, continually checking their relations with each other and their individual pursuits with the fundamental principle of the ideal society "Each for all and all for each" and where they learn to solve problems which arise

in their group and individual living in an unselfish thinking way. Results of this kind are attained when the educational leaders of those miniature societies have faith in the working of such ethical principles and guide towards them has been proved that children under guidance can live successfully upon a high plane of group living with no loss of individual achievement or satisfaction.

We believe that the three most important factors in such a school situation are: First, the children whose natural interests and desires in the direction of the good determine what the life of the school should be; second, the school environment which constitutes the setting that stimulates and reveals to each and all of the children in the group interests which, if pursued, will lead into content valuable in understanding the social forces at work today; and third, the teacher, who, as an older member of the group with far wider and richer experiences in living, has as her responsibility to the members of the group and to society the guidance of these children largely through their own self initiated and self directed experiences into the "Good Life" which has as its concomitant true happiness.

We believe that the teacher, who is so pledged to direct the growth of children in the right direction should be led through a series of teaching experiences

to a fine appreciation of her almost sacred responsibility. She must be guided into the acquisition of real understandings of the principals which underlie growth of the natural springs to action at each age level and of the kind of environment which will call forth these drives and interests and promote living in a worth while way. Too, she must be given the opportunity to acquire under helpful guidance the ability to manage both the environment and the children's drives to action so that the resulting interaction will lift the children to ever higher levels of understanding, feeling and ability to do.

We believe that the pursuit of interests, satisfaction of drives and the like constitute life experiences—growing, living, learning, education. The richness or the barrenness of life is determined by the worthwhileness of these experiences. The individual who is building a good life is actuated by the purposes which are worth while both to himself and society. Thus, to the degree that the school environment is rich with opportunities for individual and group purposing of a worth while nature, to that degree will the experiences engaged in lead the children toward the worthy life. Therefore, we believe that the curriculum of the school should be composed of the worth while experiences in which the children engage as they build their worlds.

DISCUSSION

GEORGE B. MURPHY, Principal, William M. Alexander School, Baltimore, Maryland

Myers in his *Principles and Problems in Vocational Guidance* says:

"Any attempt to determine the contribution that Elementary Education should make to Vocational Guidance must be undertaken with the objectives of Elementary Education clearly in mind. These objectives have been stated variously by different authorities. They may be summarized as follows:

To give all children common tools with which to work and, by means of common knowledge and experiences to develop in them fundamental habits, ideals, attitudes, and appreciations that will be useful to them as citizens and consumers.

Elementary education deals with those things which are the common need of all without regard to sex or occupation. It is concerned with the things that unify or integrate people rather than with those that differentiate them.

On the surface it may appear that no contribution from Elementary education to Vocational Guidance should be expected. Vocational Guidance is not mentioned in any way in the objectives. The function of the Elementary School clearly is to provide the elements of what, for want of a better term, is called "general education"; while Vocational Guidance, is distinctively an educational service; it is a specialized service concerned largely with differences between

people and therefore not a definite function of the Elementary Schools.

Contrast education in the Elementary Schools years ago with the set-up in the modern Elementary School of the present day.

In former days the teaching of the three R's constituted the Alpha and Omega of the teacher's job; later was introduced a humanistic element into the schools for the purpose of helping to adjust the child to his social environment. This consisted of Literature, History, Geography, Music, Art, and the like. Later with the wonderful development of service, it became necessary to introduce a scientific element for the purpose of help to adjust the child to his physical environment. Then came the subjects, Nature Study, Hygiene and Elementary General Science.

I remember very distinctly the very first health work introduced in our Elementary Schools by the Health Department of our City. The children's heads were examined for pediculosis. For once the children in colored schools did not suffer by comparison with white children, for in our own school at that time of the 1300 children examined there were found only 13 cases of pediculosis, while in the white schools the cases were too numerous to mention.

After this effort on the part of the Elementary School to adjust the child to his physical environment

came the most remarkable industrial development the world has ever seen.

Then was undertaken the task of adjusting the child to his industrial environment. In this adjustment I think it might be safely stated that Tuskegee Institute, under the late Booker T. Washington deserves credit for playing a very significant part in introducing to the world industrial Education—renamed by folks of the other group Vocational Education.

Since guidance is a continuous process which extends from childhood to adult life, the Elementary School actually should initiate the guidance function of education. Thus it should begin with the Kindergarten.

The little folks should see pictures and be told stories of the fireman, the postman, the farmer and other workers who are familiar to them. This should be continued in the first, second and third grades. Children should visit the bakery, the market place, the stores where merchandise is sold. They should be taught **respect** for and **appreciation** of the men and women who work in these places.

When the Elementary School attempts to adjust pupils according to their abilities—assigning pupils of lower intelligence than the average to special classes, pupils with defective vision to sight conservation classes, it is exercising the guidance function of education. It is also exercising this function when it insists that careful records be kept of each individual pupil and these records complete in every detail be sent to the next higher school to which the child may be sent.

To repeat myself, look at the modern school of today, as compared to the school of a quarter of a century ago and you will readily discern the contribution the Elementary School is making to Vocational Guidance.

In the first grade intelligence tests are given and the children classified according to their abilities—being divided into three groups—possibly strong, average and weak, then separated into classes to go forward at a rate their abilities will allow. Then there are the opportunity classes, the prevocational classes in which many pupils really find themselves.

In view of the large number of pupils, who, on account of late entering the public schools, personal illness, poor attendance because of economic condition of the family, find themselves at the age of 14 or 15 in the 6th grade. Surely guidance has a very fruitful field.

Since the 6th grade seems such an important one I shall quote fully the views of Harold H. Bixler, Director of Guidance and Research, Atlanta Public Schools, Atlanta, Georgia. He says—

“In the normal course of events many average pupils reach their fourteenth birthday and leave school. In many systems, furthermore the Junior High School makes a logical break at the end of the sixth grade.

For these reasons there should be a definite vocational civics course at this time.

A text should be provided, and not less than sixty

minutes per week devoted to this study.

I would not recommend that the teacher urge a definite choice of vocation, although the pupil may well be thinking along these lines.

A self-analysis card is, indeed, desirable at this time. Furthermore a cumulative record card ought to be started not later than the 6th grade. Many cities, to be sure, such as Cincinnati, begin their cumulative record in the Kindergarten.

This is not always feasible. However, every city would find it well worth the time and effort to start in the 6th grade a cumulative record that would follow through with the student to graduation. In Atlanta we call this record the Vocational Guidance Information Card. On the face of the card the pupil supplies certain personal data, including his tentative choice of vocation, the subjects he likes best in school, his work interests, if any, together with any honors, etc., he has won in school or outside.

The back of the card carries the teacher's ratings seven selected qualities, and other pertinent information, test scores and recommendations. These cards transferred to the Junior High School prove of inestimable value. Not only do they assist in classifying the entering pupil, but they are indispensable for counseling, both educational and vocational.

When there has been added to the vocational guidance department a placement officer whose business it will be to thoroughly investigate the industrial world to find jobs for pupils and to find new avenues of employment, there will not be this prejudice against the Vocational School.

The Department of Personal Hygiene was added to our Vocational School a few years ago with the result that at the end of the course twenty young women graduated. The teacher had been busy for months seeking jobs for her girls. Happily immediately after graduation every pupil of the twenty entered a Beauty Parlor. The teacher has had no trouble since in keeping her classes filled.

Recapitulation

Many authorities feel that the elementary school should offer to the child, not only that fund of information which serves as an integrating, influence developing the basic knowledge, common ideals, attitudes and points of view necessary for “good citizenship” in a democracy, but that it should supplement that “foundation supply” with information on the great fields or divisions of work. **Those phases of these fields which are closest to man's need**, challenge the interest of youth and lead to an understanding of the world about him. The industrial world, agriculture, commercial pursuits, transportation and the professions and other fields may well be included.

In work of this type which is frequently taught with English, History, Civics or some of the other Social Sciences, appreciation only is sought; not skill. Understanding of the occupational world is the criterion; not perfection or mastery of any specific related task. With such training as a background, the child gains an occu-

pational understanding and perspective that will—as a part of his sub-conscious thinking—be invaluable to him.

It must be fully understood that occupational choices are made in the elementary school only by those pupils who are beyond the compulsory age limit and who are going to enter the field of work. Usually unskilled labor claims them. The elementary school in which there is a guidance program operating, directs such a child to “round” his training as much as possible, supplementing the same by perhaps attending night school; vocational or academic, according to the individual’s need.

But for the child who is going to the Junior High School: He is expected to use his occupational information as a background for a future choice of occupation which is to be with-held as long as wisdom suggests that it should be.

The modern guidance attitude includes occupational information in its program, and also encourages the

youth to know and understand the social, economic and vocational problems that are connected with the world of work.

Presupposing the above described training, the school has a remarkable opportunity to realize some of its objectives. It has a foundation upon which to build; it has a basis on which its psychological social and vocational endeavors may stand.

Such curricular offerings—as suggested for the elementary school program—are valuable constituents of a modern conception of guidance and because they furnish a needed **background** eventually lead to a fuller realization of the **most vital objectives of education**. In the words of Inglis—“That of integration; differentiation and adjustment.”

NOTE: For valuable suggestions and information, I am gratefully indebted to Mrs. Ralph V. Cook and Miss Elestine Smith—Vocational Guidance teachers in two of our Junior High Schools.

PANEL DISCUSSION—THE CONTRIBUTIONS OF THE SECONDARY AND INDUSTRIAL SCHOOLS

The Industrial Schools in Relation to the Negro’s New Industrial Needs

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Out of the welter of conflicting opinions about the Negro’s present social and economic needs there comes the almost unanimous agreement that he must make new adjustments to his industrial situation. The feeling persists that his old industrial opportunities have either gone or he is neglecting to make effective use of them. There is the feeling too that the young Negro is not only inadequately trained for effective participation in modern industry, but that such industrial schools as obtain are so lacking in necessary equipment and proper direction as to be unable to give suitable training. Nevertheless Negroes need industrial training to a greater extent than ever before. The professions, including teaching, among Negroes are rapidly reaching the saturation point and our educated young people as well as others must turn more and more to such industries as offer opportunities to them or to industries of their own creation. The opportunities for training for such work are offered mainly by the various types and grades of industrial schools.

However, if industrial schools would serve Negro youth effectively they must adjust their training to the Negro’s new needs in industry. These schools, especially the larger private industrial schools and the Agricultural and Mechanical Colleges, must decide definitely whether they mean to be liberal arts colleges or industrial schools of one grade or another. If they mean to offer industrial training, they must find out what courses need most to be taught, and then find the means for teaching these necessary, practical

courses, for industrial training is expensive. Much will depend upon the industries that are open to Negroes, or that may be opened to them, or that may profitably be created by them. However, in spite of many suggestions that a survey of industries should be made, I know of only a few feeble attempts in this direction. The West Virginia State College has done something of this nature. The Manual Training School at Bordentown, New Jersey, likewise in a border state where this matter is pressing, finds it necessary to make inquiries as to what it is best to offer in its industrial work. And Tuskegee Institute will have a man on the field this coming school year to observe trends in industries, to discover openings for Negroes in this field, to learn, if possible something of what Negroes may well do for themselves in industry, and to suggest, from his observation and studies of both industries and Negroes, the kind and amount of industrial training Tuskegee Institute should give Negro youth to fit them properly to take advantage of the industrial opportunities about them.

But without waiting for surveys and investigations there are some things it seems to me, the industrial schools should set about doing in place of some of their more or less obsolete work. They should limit their fields and sharply differentiate their work. The schools would fall into a few fairly definite types. Then each type should attempt to do effectively certain special phases of industrial work. The city and town industrial schools that do certain forms of Smith-Hughes work, for instance, and the County Training

Schools should train for direct participation in local industry or agricultural work. Indeed the County Training Schools are already making good use of their opportunity in training rural boys and girls for agricultural pursuits. This general training, in sharp contrast with specific, intensive, trade training, bears close relation to what in industry is quite commonly called "General Shop" training in preparation for general participation in modern industry. In this phase of work, students are given variable but considerable amounts of experience in a number of trades, such, for instance, as woodwork, iron work, sheet-metal work, machine shop practice, plumbing, and electrical work.

Such general training, well organized and directed, should, it seems to me, be given in the earlier years, to all students of the larger, well established industrial schools,—The Agricultural and Mechanical Colleges publicly supported and the private industrial schools. This work would fit large numbers of Negro youth directly to enter industry, and would prepare others to go on to specific trades. Modern industry calls not so much for highly developed, special skills as for general industrial training and aptitude on the part of the mass of workers in order that they may shift readily from one phase of work to another. As the president of one of the more northern State Colleges, where this question of industrial preparation of Negro youth is becoming acute, puts it, "I do not think the Negro is going to get very far with just special skills. It is a question largely of getting and holding jobs, and the more varied the occupational experience, the wider the spread of opportunities. This is true of white men these days as well as of Negroes." This president, I think I ought to add, has great faith in the better type of our existing industrial schools. In fact he feels that they inaugurated so radical and valuable a phase of training that the most advanced thinkers in industrial training today are just catching up with them. Of these older Negro industrial schools he asks, "What kind of a school has more varied activities, diversified manual experiences and skills than our best industrial schools? They have a natural set-up. Does not the very maintenance of the place provide this variety of skills? What is more, we are learning that what determines the success of a man in modern industry is not so much his skill as it is such things as personal qualities of persistency, honesty, obedience, personality and loyalty. His attitude is a determining factor. It is possible in a set-up of the boarding school type, under normal conditions of work, play, living and studying, to inculcate such personal qualities."

There is still in the South, however, if not to the same extent elsewhere, a field for the specially trained Negro tradesman. Such men the better industrial schools should continue developing. But they should not neglect to study the field constantly so as to have

in mind always the trades for which there is a demand. Agriculture will doubtless hold a prominent place, but agriculture as a way of living and not as a big business. Negroes must continue to live mainly upon the land. But they must be trained to get by intelligent, intensive farming a living from small acreages. And this training must be wide-spread. The large industrial schools should train teachers and leaders for this work who in turn can help train the masses. To the casual observer too, it looks as if the building trades offer opportunities to Negro tradesmen. Other fields doubtless exist, and some may be created to meet at least the increasing demands of Negroes themselves. Certainly any of the worthwhile industrial schools can offer such vocational training as will fit their students for such simple but useful occupations as helpers in shops and factories, high class janitors with some ordinary engineering ability, steam laundrymen, landscape gardeners, electrical repair men, good keepers of hotels and restaurants, etc.

So without adding materially to their expenses, but by a careful study of their field, and by a wise adjustment of their work, the industrial schools may give varied general industrial training for modern industry, and still train for such specific trades and vocations as demand the services of Negro youth.

ADDRESS OF THE PRESIDENT OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

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public. This is just as much a part of the teachers work as teaching of children. Public opinion will become responsive when it learns of the facts. We must interpret the larger meaning of public education for Negroes in the life of the race, in the life of the State, in the life of the nation.

The proper selection of Negro teachers, adequate training of Negro teachers, equitable compensation of Negro teachers, security of tenure for Negro teachers, and proper working conditions for Negro teachers, in keeping with the highest standards of professional growth and leadership, in recognition of their outstanding importance in the education of Negro children, and in the leadership of Negro life,—equality of educational opportunity—these things depend on public understanding and public appreciation of their need in the development of the Negro race, and of their value in the life of the State and of the nation.

As President of the National Association of Teachers in Colored Schools, I bid you peacefully, and with dignity, penetrate the mind and conscience of America, and lay upon her heart the facts of our case, logically and convincingly arranged—and all the things we justly seek will be added unto us.

Vocational Guidance in the Negro Secondary Schools

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Of all the terms that have become a patent part of our educational language, there is probably no other term that embraces so much of the school's opportunity and its obligations as the term **guidance** with the broad interpretation that educators give to the term today. Introduced into educational language with the rather restricted connection with youth's intelligent choice and successful prosecution of a career of earning, it has so expanded in its meaning that it is today interpreted to mean youth's intelligent preparation for and happy prosecution of a career of living. Practically no phase of school activity can be left out of its all inclusiveness, or, said another way, practically every individual who touches the pupil's learning life is thereby adding to the sum total of the program of guidance which is to determine, insofar as guidance can determine, the success and happiness of that pupil's career of living.

The program of guidance is therefore complicated by anything which complicates the business of living and for no pupils in America today does the business of living happily present more complications than to the group of Negro pupils in our mixed and segregated school systems. Therefore for no pupils does the program of guidance present more complex problems and for no pupils is it more necessary that guidance shall present as intelligent a solution as possible of these problems.

It may be well to say in the outset that, whether or not we shall consider it fortunate, guidance is tending to evolve into a profession and that there is some tendency in discussions of this kind to think in terms of the function of the guidance expert as an answer to the school's problem. This particular group of school people must decide that any answer which they may find to the problem of guidance must be sought in whatever personnel the school may have for its job of general education. Only in a few large centers of population in the North and border will Negro children in segregated schools have the services of special teachers of guidance, and many complaints have been voiced already that those Negro children in mixed schools who have enjoyed the doubtful benefits of the special teachers of guidance have been done more harm than good by the discouraging deterministic attitude of those white teachers of guidance who have not only made it difficult and in some cases impossible for Negro children to elect certain courses offered in the school, but have been very free with advice that, if heeded, would be fatal to the budding aspirations of their Negro advisees. The whole spirit of these counsellors seems to be expressed in the

language of the brothers of Joseph who said: "Behold, this dreamer cometh—Come let us slay him. Then what will become of his dreams?"

Nor is there any reason for feeling defeated by the fact that the burden of guidance is to be shifted to the shoulders of all of the people on the school staff and that each person shall be made conscious that he has the responsibility for being informed—for being wise—for being far-sighted—for being patient—for being vigilant—for never forgetting that no courses that he may teach are more important than the proper maturing of boys and girls and the effective help which may be given to boys and girls that will make the next generation more capable of functioning in a complex and difficult world. This last statement may seem trite but I might explain away its triteness by a statement made to me by a friend not long ago when we both sat in a meeting that had been for two weeks announced regularly in the Negro daily press by flaring articles written by informed and incensed Negro leaders, describing the seriousness of the problem to be discussed. A bare fifty people drifted to the meeting long past the time for opening. Said he, "We make our appeals for funds to educate Negroes by implying that when the Negro is educated he will grasp the situation and carry on in the solution of his own problems." Well, the eradication of illiteracy and even the progress of higher education of Negroes has advanced rather far but which of us can say that the tendency of Negroes to extend themselves in the working out of their own economic, social, health, and other problems, has kept pace with their advance in education? Indeed, some claim has been made that, rather than helping, education has hindered. If there be any truth in this idea, can we not lay it to the fact not that too much emphasis has been placed upon the abstract education, but that too little has been put upon concrete guidance in its broader interpretation. If we are too busy educating to guide, let us shift the effort and believe that by so doing we are doing a better job of real education. Or, better, let us address ourselves confidently and hopefully to the task of finding out what sort of education our pupils need, and if this search leads us to include much in our teaching that is not included in the outline course of study that is in our hands, let us have the wisdom and the skill to educate children according to the exigencies of living and the demands that life makes upon black people living in America today.

Surely, enough will be said at this meeting about the chaotic situation that exists today in the matter

of vocations and about the utter unwisdom and actual hypocrisy that has contributed so much to this condition. Suffice it for me to repeat that there is no people in America today with a more unsettled philosophy on this matter or a more chaotic past thinking on this whole problem of preparation for earning. Hardly yet have we passed out of the old controversy over industrial or higher education. No one knows exactly what it was all about or not only have both sides won but just as truly have both sides lost. In spite of the fact that we have dotted the South thickly with so-called "industrial" schools we have never bothered ourselves to define what an industrial school is. We can number on less than the fingers of one hand the communities that have made an honest effort to set up within the schools specialized training facilities which would prepare pupils for entry into the present day earning pursuits, and even in the most able and most sincerely interested community it is possible for only limited training facilities for two or three specialized fields to be introduced into the public schools, and with these limited facilities the schools can, in most cases, introduce into the trades hardly more than partially trained apprentices. The whole philosophy of the common school is more and more opposed to the idea of specialization and the only reasonable alternative is the rare instance where separate trade or vocational schools of high efficiency and extensive resources are established in the public school system but not as a part of the common school.

There are two groups of pupils who need vocational guidance—those who remain in schools and those who drop out. The pupil who remains in school has his problem of employment at least deferred. It is the pupil who drops out of the common school who helps us focus upon the complexity of training for and securing a job. In the case of the pupil who for any reason drops out of the common school anywhere from the fourth to the twelfth grade and enters a juvenile vocation and who, later, upon approaching maturity and the obligations of maturity, is forced out of his job by another juvenile or seeks to leave it because the income from it is increasingly insufficient for his growing needs, there is practically no place where he might go to prepare himself for respectable earning. Desperately, his mother seeks the advice of the school principal, or he, himself, soberer and more mature comes to tell his friend on the school staff of his dilemma. In the case of a few such youths either fear or a desire for decency has prevented them from being drawn into the criminal but highly lucrative, if very hazardous, vocations. They prefer to make an honest living, but where can they turn for training? Long before the depression, the Negro school in every community was faced with this problem and the depression has only added to its intensity. Time is ripe for some of the philanthropic organizations that have led the way for us in other types of education to take the lead in

establishing, probably in some of these abandoned private school plants, real training centers where definitely planned courses are offered to prepare individuals in a few days or a few weeks or a few months, according to the demands of the particular vocation, for real entry into vocational life. Instruction could be given in modern cleaning and dyeing plant operation; electric shoe shop operation; in tobacco grading; cotton grading; barbering; laundry operation; linotyping; plumbing; simple merchandising; stenography, and other trades too numerous to list. The individual could spend a short period at such a school, giving full time to his course, then go out with some definite hope for the future in so far as training for employment gives hope of employment.

Our state colleges have faced the choice of being either colleges or trade schools and have generally chosen to be colleges. White schools, on the other hand, have had the opportunity to be technical schools where men might go who were seeking training in the professional end of such industries as the chemical industry, mining, agriculture, construction, civic construction, textiles, forestry, transportation, and many others. It has been neither necessary nor possible for Negro schools to give such training and we have found such anomalous courses in our Negro colleges as tailoring, printing, shoe-repairing, plastering, etc. Terribly important in themselves, but in unhappy relationship to the college atmosphere that is being or has been developed.

What I am saying is so old and so controversial that it can in this discussion serve but one purpose and that is to show the importance, the great need, the great difficulty of proper vocational guidance. Suffice it to say that whatever your vocational guidance will be, it will not in many cases consist of helping a boy to select some one of the vocations either in the lower or upper brackets of industry because we and he believe that the road is open to him either to be trained for or to enter into the chosen vocation.

Here I have attempted to show one small angle of the problem of vocational guidance of Negro children. Of the other angles of the problems books could be written and much has been written but the conclusion of the matter should not be that the problem has no solution but that it has many solutions and that they are not any of them easy or simple. More and better studies of vocational opportunities must be made; more efforts made to find and to create new vocational opportunities; more intelligent organized thought than has ever yet been given must be applied to the problem of supplying adequately for the trades and professions. So far we have done little more than bewail the fact that such training was not available but no really concerted study and planning has been done by Negro educational leadership aside from the rather individualistic opinions and efforts of a few boards and institutions. Even those who might

help us do not know whether Negro educational thought on the matter is any less divided than it was in the days of the old heated industrial-higher-education controversy. Certainly we cannot give intelligent counsel until we have, ourselves, done some clear thinking and formulated a more or less common educational philosophy on this point. In the mean time, guidance must largely mean preparing boys and girls to face with intelligent strategy the chaotic vocational situation that exists today.

Probably no less serious is the problem of health guidance. A recent study of health education in the Negro high schools in the State of Georgia showed, for the schools studied, that the average high school is forty miles from a hospital and two hundred miles from a Negro hospital. For only the high schools in the large cities are clinics available for the treatment of social diseases or for the early diagnosis and treatment of tuberculosis. Georgia is probably no worse off in this regard than the average Southern State. A public health nurse said to me recently, "I know what to tell the people about the proper care of their health, but for the most part it is impossible for them to secure the care that I might recommend because it is not available." Here we have the trained guidance expert whose trained advice, in many cases, is useless. Here again we face one of the complexities of Negro-American life. Here again is the need for guidance more imperative because of the complexity of the condition.

We might pass from one phase to another of Negro-American life without finding the problem any less serious than these we have considered. Some time ago we were being taught that the correction for bad posture was to place the child so afflicted in a class with other correctives and proceed by drills, etc., to give the child a better posture. Today we know that the solution is not nearly so easy. We have come to know that we must cure something far deeper and more elusive than mere muscular and physical difficulty, for the latter has its seat in the inner spiritual life of the individual and cannot be corrected until our corrective procedure takes into account this inner life of the individual. In fact, if we can cure the spiritual difficulty, the individual can himself go a long way toward correcting the physical.

If we can address ourselves effectively to the general phases of the program of guidance, some of the problems of specific phases such as vocational and health guidance will be solved. A recent study of discipline in Negro high schools made by a graduate student in a university department of sociology showed, among other things, that the approach to social behavior in our schools included far more of coercion than of guidance. No other conclusion could be drawn from the study than that from the average of these schools will come only a pupil who learns to adjust himself to coercive measures—one whose

outstanding virtue is docility—and not one who has learned to approach the social situations of life with a developing and critical intelligence. There was little to be gleaned from the study to show that honesty is conceived as more than a policy or that obedience required any individual intelligence. Severe methods of punishment were found to be the rule, and guidance for intelligent participation in the affairs of the school community was in too few instances a part of the general school program for developing future citizens aggressively interested in community affairs. Discipline for the sake of easy control of the school still superceded in these schools discipline for the sake of developing a child to social maturity.

For several summers the writer has attempted to discover what Negro principals think about Negroes and the results have shown that these men, who are consciously or unconsciously establishing their ideas in the thinking of boys and girls, have very little faith in the possibilities of Negroes in industry or business or the professions. They believe far more in the inherent inferiority and perversity of Negro people than in the fact that, as human beings, they normally act like all other people and are worthy of equal consideration with other human beings. Faults of Negro children are, according to their replies, easily explainable in the mere fact that they are Negroes and virtues are generally not to be expected. In other words, too many of us in Negro schools are accepting without very much inner protest a deterministic and defeatist philosophy about the group with which we are connected and willy-nilly, we are indoctrinating our charges with our professional beliefs. Our own generation is hopelessly in the wilderness and with people like us teaching it, it is too much to believe that the next generation will inherit the promised land. If we would individually resolve at this meeting never again to beat down the pupils in our charge and never again allow any one of our staff to beat them into submission for the moment by making direct reference to the failures of the race as an explanation of the pupil conduct, we would have made a propitious start towards the solution of the problem of guidance in Negro schools.

Out of several talks in one high school this year, one was given that was in no way a part of a planned program of vocational guidance. The pupils were told that if they wished to accomplish the unusual they must be willing to do unusually hard work and make unusual sacrifices and to take unusual risk of failure where success meant unusual achievement. In my mind, the challenging encouragement resulting from that talk was the most effective piece of vocational guidance. On the other hand, I know a large city where scouting for Negro boys has proceeded for five years with such restrictions upon their wearing the scout uniform that hardly one Negro boy in twenty has had this privilege. The result has been that

ninety-five per cent or more of the boys passed through the period of active scouting without ever being able to wear the uniform which every white scout in the same city may wear as soon as he registers as a tenderfoot. The result has been that an unnecessary humiliation has been forced upon the choicest boys of the Negro boys of the community. In the face of this fact but very little concern has been shown by the Negro scout leaders. Some have taken the attitude that maybe it is best after all for the Negro boys, since, as Negroes, they would be too much inclined to show themselves off in their uniforms. There is constantly upon us the obligation of establishing every possible school situation that will guide young Negro America into hopefulness and abiding confidence in himself and his ability to achieve; confidence in his race and its inherent worthwhileness, but we must be constantly vigilant not only to see that our children recognize and intelligently resent these unnecessary humiliations but also that they shall be subject to none from which we can by vigilance save them.

The expression was once made to me that Negro children played Indian Chief but never played African Chief. There is too much truth in this statement. Only a new kind of teacher attitude toward our racial origin and a new kind of school procedure

will guide through the elementary grades a school generation that believes in itself and that contemplates its racial origin with satisfaction and pride. When the child reaches the high school, entirely too much water has run under the bridge for any guidance program in the high school to be very effective if it has to work against inhibitions developed in the earlier school years. We can have no effective guidance program that does not consciously and definitely begin in the child's earliest years. Whatever we plan for the high school must be just a part of a conscious and definite plan for the whole school life of the Negro child. Our educational philosophy must convert our whole educational enterprise into one long process of guidance and all of us in the school into guiders who have but one goal toward which we are guiding our boys and girls, and that is towards a self sufficient, volitional, conduct and intellectual maturity; towards thorough adjustment and integration of personality. We shall not cease to strive better to know and, consciously to fashion for them a favorable environment but if we succeed in our efforts at wise and far-sighted guidance, we can trust those whom we guide in this way both to meet their world of earning successfully and to carry on with effective strategy in the job of making it over to their own taste.

Shall Guidance Programs be Established in High Schools for Negroes

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A recent study by a fine young woman in the State Department of Labor in Raleigh reveals some very arresting information. It is a "percentage distribution according to the ages of North Carolina's unemployed, covering registrations throughout the State over a three months period of all persons applying for employment". The study shows that the the greatest pressure for jobs is among the younger people. The total number of persons applying was 15,762. Of these, 12,123 were men and 3,640 were women, the largest number of applications falling in the classification of 20 to 24 years of age. This group includes 26.5% of the total men and 25.6% of the total women. Among the most startling facts revealed by this study are:

(1). That 42.5%—more than two out of each five—are between the ages of 16 and 24. (2). That 58.9%, more than half, are between 19 and 29 years of age—less than 30 years old. (3). That 70.1% of the 15,762 are under 35 years of age. (4). That only 10% of the total men and 5.9% of the women are over 50 years of age, 8.7% for both sexes, and that only 3.6% of the men and 1.7% of the women are 60 years of age. (5).

Only 1% are over 65.

These dates indicate the overwhelming preponderance of young people between the ages of 16 and 35 years who are unemployed in a single state and probably throughout the South. The topic assigned for discussion at this hour is: "Education of the Negro for the Creation, Development, and Proper use of Diversified Vocational Opportunities."

A discussion of this topic fifteen years ago would have been largely premature and academic. This is true for several reasons:

(1) There were few secondary schools for Negroes—practically none supported by the public. (2) Such a discussion then would probably not have been welcomed by Negro educators, because it probably would have meant to them setting up industrial high schools, so called, with a minimum of what has been termed academic or cultural subjects, and the major emphasis upon *work with the hands* subjects. (3) That is exactly what it would have meant to white school officials and to many other influential white people then. (4) The mass of Negro teachers at that time had average education of considerably less than

high school graduation. They had neither the academic, much less special training, to fit them for such a program in secondary schools.

Briefly, therefore, there were no secondary schools for Negroes publicly supported, in which a program of guidance could be carried out; no teachers prepared to direct such a program; and the psychological situation was such that there was fear in the minds of Negroes that such education meant only an emphasis upon some experiences in the distant past, and in the minds of white people it would have signified the continuance and emphasis upon certain forms of industrial training, much of which in those far away days amounted to little more than sham and nonsense. This statement is not intended to reflect in any sense unfavorably upon the fine outstanding and genuine successes in the field of education under discussion, such as Tuskegee and Hampton, and some smaller institutions. It is intended to emphasize the futility and uselessness of the many abortive hours, days, weeks, months and even years that were spent in hundreds of schools by boys and girls repeating the chores which they learned better at home than they would in such schools as were taught by teachers who were not even effective teachers in the common school subjects of reading, writing and arithmetic.

Undoubtedly the past decade and a half have taught us, Negroes and white people alike, in the South, that whatever may have been the mistakes in those days in regard to education that should fit boys and girls for everyday life, that we do know now we must do something about this thing we call guidance—both as it applies to education within the schools, and to life after the school has done its work; that is, both educational and vocational guidance. Further, we now believe there should be a definite program of this sort within the field covered by the secondary school.

Fifteen years ago our economic system in this country had not broken down to such an extent that there must be a nation-wide dole or relief program in order that millions of people might not starve, go unclad nor unsheltered. At that time, while our educational and economic systems were extremely inefficient and weak, it was possible for all except a very few to make a living.

Now, within the startling complex of our disrupted economic system, millions are without work, and have nothing to eat, few clothes to wear, and nowhere to sleep.

The stark realities of the present situation have indelibly impressed upon our minds certain inescapable facts, namely: (1) That our economic system has failed. (2) That moral and spiritual values are being questioned. (3) That our educational program has not fitted us to cope successfully with the conditions which face us. (4) That people by the millions seem utterly to have lost their balance, economically at least, and are as helpless as "babes in the woods."

Under these conditions we are thinking today of what we can do to train boys and girls of high school age so that they may be qualified, so far as education in the secondary school can qualify them, to earn a living under almost any circumstances in which they may find themselves in after life.

Included in the 15,764 persons studied by the young woman in the Raleigh State Labor Department, there were 7088 Negroes. Of this number 1932 came within the ages of 20 to 24 years. This is 27.25% of the total number of Negroes. That is to say more than one-fourth of the entire group of 7088 Negroes were young men and women between the ages of 20 and 24.

Thinking further into the significance of these facts, one must be inclined to conclude that this large number of young people are unemployed, mainly or partly perhaps, because they finished high school and college within the past five years of the depression. It must be said here by way of parenthesis that the study of the fifteen thousand unemployed does not include a study of their educational status. We wish that these facts had been secured. We cannot of course proceed under the assumption that all, or even a large percentage, of the 1932 Negro young people between the ages of 20 and 24 had high school or college training.

However, whatever may be the facts in this regard, will we be justified in assuming that this large number of young Negroes—20 to 24—were unemployed partly or largely because of inefficiencies or deficiencies in our educational system? Were these deficiencies due to lack of guidance in high school or college, or due to the fact that these young persons did not even have an opportunity to attend either high school or college?

It is probably true that unemployment conditions in North Carolina are no worse and no better than they are in other Southern States. That is to say, that perhaps a similar study in all the States would show about 27 percent of all unemployed Negroes are very young persons, between the ages of 20 and 24 years.

The figures under discussion further show that 70% of all the unemployed within age limits, ranging from 19 to 65, were under 35 years of age. It is important to emphasize the fact that the unemployment problem is, according to these figures, a problem of young men and young women. The number of persons as between whites and Negroes, are almost identical. That is, when we consider the total number of unemployed of the two races, 8,676 white and 7,088 Negroes. When it is remembered that 71 percent of North Carolina's population is white and 29 percent Negroes, both the number and the percentage of Negroes applying for employment in the three months period is far above the population percentage in the State. This, as has been stated, is 29 percent, while

the percentage of the 15,764 applying for jobs who were Negroes is nearly 45%. It should be stated here immediately that, to this speaker at least, this is not an excessively large percentage of Negroes as compared with whites when we consider and understand the economic conditions which have prevailed for many years.

Is it probably true that throughout the Southern States, where nine-tenths of all Negroes in this country live, 70 percent of all who are unemployed are less than 35 years old? We can probably charge a large part of this unemployment to the long period of economic stagnation, commonly known as "the depression". However, we cannot escape the fact that whatever may be the underlying causes that today finds so many young people unemployed, there is a problem or a condition here, which we who are concerned with education cannot ignore.

Would it represent the truth, or even in a large measure would it be true to blame the secondary schools and colleges with failure to employ guidance as a definite part of their programs?

With these concrete and indisputable facts before us, can we afford to continue to neglect to include a worthwhile guidance program in our high schools?

Coming immediately now, to our present situation:

1. We do now have secondary schools in every Southern State. While this system of public high schools is still not entirely adequate to provide for all Negro children who are prepared for such schools, it is true that nearly 150,000 are enrolled in high schools—mostly public high schools. A recent study shows there are more than 2,000 such schools in the South.

2. The average training of teachers in the last fifteen years has been raised from less than high school graduation to more than two years of college. Besides, the teachers in the 2,000 high schools, most

of them, have had four years of college training, a considerable number have the M. A. degree.

3. And perhaps more important, the psychological attitude of both races today is probably sound on this subject. Negroes are insisting upon useful guidance—vocational and industrial education; white school administrators and citizens are considering it intelligently from the standpoint of what is useful effective mind and hand training for the making of capable worthwhile citizens of the community and State.

If this reasoning is sound, we today have a total situation that is tremendously encouraging. Both the economic and educational present, it seems to me, are propitious for launching a program of guidance in our secondary schools.

Two considerations it appears demand further study:

1. Some persons or groups must work out a program of guidance suitable for high schools. This, it seems, should include all the fundamentals as far as possible—both educational and vocational, as well as moral.

2. To be effective large numbers of teachers must know something about the subject. In most secondary schools, for the present at least, and perhaps for years to come, we shall not find it possible to employ specialists to deal with this subject in all, or even a large percentage of the schools.

That means, as I have it, that at least one regular teacher, or the principal, in each high school must learn something about this subject—enough to be of real service to boys and girls in this field, as well as do a regular teaching job.

Moreover, it seems that this is a matter of immediate importance, both for the sake of the boys and girls now in the high schools, and to be of service to the thousands of the unemployed. Many of the latter no doubt will turn with joy and gratitude to such help even though it be but a frail straw of hope.

Program of the Federal Government in Reference to Emergency Educational Projects and Adult Education

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Emergency educational projects are a part of the large and highly diversified Federal Emergency Relief Program. As such, they are temporary, tentative, and experimental. When elusive prosperity is cornered and caught again, or better, when social equilibrium is attained, they will be discontinued, at least as federal projects. This fact makes them subject to change either without notice or upon short notice. Many of them are so new that they must necessarily find guidance in their own experience. For example, projects in Workers' Education can find little help either as regards materials or methods in current educational practice.

Considered as a whole, the educational projects have two major objectives. The first and most immediate is to provide material relief "for needy unemployed persons competent to teach," that is, for unemployed teachers, professional persons, mechanics, tradesmen, nurses, recreation leaders, engineers, architects, artists, and expert workers in many fields. The second is to counteract some of the psychological effects of the depression.

The accomplishment of these objectives gives rise to a number of problems which center around questions respecting the need of applicants or their eligibility for relief, their competence to give instruction,

the kinds of educational activities to be provided, the obtaining of suitable instructional materials, and the securing of adequate housing facilities and equipment, and such like. As it is manifestly impossible, in a short talk, to discuss all, or any one of these problems in detail, it may be well to attempt to present a picture of the program by calling attention to a few facts regarding such matters as its scope, the benefits derived from it, some of its defects, and some of its contributions to current educational theory and practice.

SCOPE OF THE PROGRAM

The list of projects outlined in Bulletin Number 19 of the Works Progress Administration includes literacy classes, workers' education, vocational training, vocational rehabilitation, general adult education, parent education, and nursery schools. The college student aid program is also included in the list, but it has been so widely publicized that it will not be discussed here.

The depression has revealed to us again the manifold disadvantages of having a small nation of illiterates in our midst. As a result of this revelation the Emergency Program has placed strong emphasis on the necessity for eliminating illiteracy. Fully ten per cent of the number of total illiterates of the nation have been touched. Men and women from 16 to 80 or more years of age have eagerly grasped the opportunity offered by the emergency classes to learn to read, write, and count, as well as to secure basic health information and to become aware of the swirl of life about them.

Workers' education, as stated earlier, is quite new in America, and hence classes in this field have not been as widely provided as they should have been. However, a beginning has been made along a wide front. Thousands of workers retarded in respect to schooling but rich in life experience have for the first time had an opportunity to participate in classroom discussions centering around such subjects as current economic problems, labor, government, legislation, the New Deal, and social psychology.

The variety of fields represented by vocational education projects make it impossible to do more than list several of those most frequently provided, such as job training, training in native arts and crafts, home nursing, child care and hygiene training, training of nursery helpers and governesses for emergency nursery schools, training of recreational leaders, training for domestic service, home economics (organized group instruction to girls over 16 years of age in the homes of relief clients), and an extensive list of offerings in agriculture.

General adult education projects are so varied as to include almost every type of project conceivable. Some of those listed in recent bulletins are: Training in citizenship and public affairs, first aid and health education, avocational training, hobbies and handi-

craft classes, general academic education, general correspondence instruction, instruction on the college level, cultural education and training to overcome stammering, lip reading, etc.

Parent education and emergency nursery school activities have rendered service of major importance. Especial attention should be directed to the fact that such activities have been much wider in scope than child care and family well-being. They have included the study of social and economic changes that are reshaping our whole social order.

BENEFITS OF THE PROGRAM

Figures prepared by the FERA Division of Research, Statistics, and Finance, showing the number of persons employed and total obligations incurred under the emergency education and college student aid programs for September, 1934, to April, 1935, are presented in tabular form below.

Month	Emergency Education		College Student Aid	
	Persons Employed	Obligations Incurred	Persons Employed	Obligations Incurred
1934				
Sept.	13,366	\$ 543,526.63	68,907	\$ 546,644.21
Oct.	23,631	1,175,178.67	96,196	1,265,891.25
Nov.	31,385	1,740,730.60	99,538	1,338,180.25
Dec.	33,932	1,815,166.81	99,234	1,264,430.69
1935				
Jan.	40,313	2,437,632.72	102,293	1,345,542.36
Feb.	42,752	2,404,327.00	103,251	1,346,560.03
March	44,243	2,520,161.08	104,673	1,377,601.86

These data show that more than twelve and one-half million dollars were spent on the program in the first seven months of the past school year. Two thirds as much was devoted to the college student aid program. The number of teachers employed averaged between thirty-five and forty thousand monthly; the number of college students averaged nearly 100,000 monthly. Of these more than three thousand were colored.

In regard to the number of colored teachers employed, figures received by Dr. Alderman, Director of the Division of Emergency Education, show that they were employed at least in proportion to the ratio of the colored population to the total population in all except two of the southern states, in January, 1935. The reports also showed that unemployed colored teachers have fared well throughout the entire country. And in one northern metropolis they were employed in a ratio three times that of the colored population to the total population.

The Descriptive Bulletin of the Various Activities authorized as Work Projects in Education, published in April, 1935, says: "The benefits of the program have reached approximately 1,650,000 adults enrolled in emergency classes, and 60,000 underprivileged children have been given a happy, healthy environment

in nursery schools. The self-respect of unemployed professional people was maintained because they had an opportunity to work for relief instead of receiving a dole. And unemployed and other adults who attended the classes have been given opportunities for training which help to broaden their understanding and skills in various fields of endeavor." Thus there is evidence that the program has rendered a highly significant social service.

SOME DEFECTS OF THE PROGRAM

According to replies received from certain supervisors in answer to a questionnaire sent out by Dr. Caliver, the program has not been as effective in some places as it might have been because of such defects as the following:

1. The uncertainties connected with the program.
2. The lack of sufficient working materials such as paper, crayon, and the like.
3. The failure of local educational officials to cooperate fully and freely.
4. The lack of knowledge on the part of teachers of specialized techniques and procedures in general and specialized forms of adult education.
5. The lack of knowledge on the part of teachers of subject matter that would enable them to achieve mastery of desirable methods.
6. The failure on the part of teachers to construct their own curriculum materials out of the every-day things about them.

Doubtless many other defects have been found and reported. It is obvious, though, that most of these result from the emergency relief nature of the program. And it is especially noteworthy that none of them relate to the failure of the Federal Government to render aid to needy teachers or to a lack of cooperation on the part of those receiving instruction.

SOME CONTRIBUTIONS OF THE PROGRAM

Emergency education activities have everywhere revealed a need for, and a desire to make social adaptation on the part of American adults. This fact calls our attention to the urgent need for a permanent program of adult education. Such a program might be expected to do three things, viz.: reduce unemployment among teachers by putting an additional staff to work for late afternoon and evening classes, remove the charge of waste now levelled against education for vast outlays connected with the building of palatial structures that are used only between the hours of eight o'clock in the morning and four o'clock in the afternoon for five days a week during eight or nine months of the year, and pave the way for certain fundamental reorganizations in the economic and political structure of our social order.

The program has popularized the findings of Dr. E. L. Thorndike with respect to adult learning, namely: that one is really never too old to learn. In this connection it has convinced us that the learning of

adults and children are not greatly different, but that only real teachers can successfully guide adult learning. It has re-directed our attention to, and revived interest in, the lost art of free, public discussion. Also it has helped us to re-discover the techniques of this art.

In the field of teaching methods it has made valuable contributions. To illustrate: Clem O. Thompson's "Project Number Fifteen" worked out by an FERA group at the University of Chicago is a classic in this respect and every teacher and administrator in the regular system should have it to further his own education. Lyman Bryson, of Columbia University, and his assistants have rendered valuable service in stepping down of some of the old instruction materials to the level of the retarded adult. Swenson, in a weekly newspaper, which uses a 900-word basic vocabulary, has revealed to newspaper men a virgin field among retarded adults. This paper will doubtless lead the way, also, in improving consumer literacy in many sections of the country.

No doubt the program has made some contributions to the field of Administration and Supervision. In this connection it may be well to call attention to the work of some of our colored supervisors. L. S. Molette, supervisor in Georgia, has clearly demonstrated that he possesses an effective technique for getting the colored teacher to work where there was no work before. Thomas Holley, of Texas, has done the same type of thing in his state. Saulter and O'Neal have done a good job in organizing and supervising emergency education in Chicago's South Side. Parker has shown Harlem how to use the forum effectively. Griffin, of Alabama, has made domestic service a science and thus pointed the way toward pressing home economics into service for the rather practical business of earning a living. All along the line the emergency program, with its free, informal, practical program, has pointed, and is still pointing the way toward a closer coordination of education with life.

THE NEGRO'S ECONOMIC FUTURE

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technique of racial survival, of physical accommodation, enabling the race to increase its numbers in the face of almost unbelievable odds. It has grown in education, in material wealth and in aspirations. It but needs now to develop a technique of achievement in cultural and in intellectual pursuits involving a greater percentage of the race. "Pride of race" must be infused into the consciousness of every Negro boy and girl. Then as Leslie Buell says of the Haitian and of the Liberian, American Negroes will walk and have the carriage of free men and the forces of man and devil will be unable to swerve them from their goal of genuine achievement. Then will they be able to stand shoulder to shoulder on equal footing with the most favored of the peoples of the earth.

PANEL DISCUSSION—THE CONTRIBUTION OF COLLEGES AND PROFESSIONAL SCHOOLS

"Land-Grant Colleges for Negroes and Our Convention Theme"

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Land-Grant Colleges for Negroes in seventeen states sustain an important relationship to the theme—"The Education of the Negro for the Creation, Development and Proper Use of Diversified Vocational Opportunities." I shall be satisfied this morning to make four suggestions to illustrate, in part, this relationship. Our emphasis shall be that these colleges possess desirable data, organized general knowledge and genuine human interest so as to make them effective in a guidance program suited to their limits and interests. Guidance is operative upon reciprocal bases involved in the possession of knowledge and interest on the part of the colleges and the purposeful curiosity or intellectual and vocational desires of those who wish to be guided.

The suggestions are:

First, training for citizenship is necessary in American democracy and thus becomes an essential objective in the policy programs for state or land-grant colleges. Participation in the widening vocational life of a state by any person or group is a privilege of citizenship. Opportunities which make possible such participation are the results of the expressed wish of a majority of the citizens or of the wish of a controlling group of citizens. The vote or ballot represents the method used by citizens in expressing and obtaining their desires on important public matters. Thus, in our American democratic set-up a voteless people is voiceless and ineffective for uniform occupational gains in community life. It is fundamentally important that in land-grant colleges for Negroes there shall be taught the values of citizenship, constructive participation in local, state and national government, and the power and use of the ballot. Besides, these colleges which represent the legislative will of their respective states should cooperate with existing organizations and forces or otherwise to give to any and all voteless elements of the population the right to vote in any and all local, state or national elections. Without this much of our guidance and occupational training may be of the blind-ally or useless sort.

Second—Our occupational life is complex and calls for explanation and analysis. Freshman occupational orientation courses might be advantageously offered in all of our land-grant Colleges. These should be followed with a yearly series of career lectures and conferences which would be open to interested students of more advanced undergraduate standing. Records of these lectures and group conferences discussions should be kept for student reference and use.

Third—In any training program of work opportunities, emphasis should be placed upon trends in la-

bor and labor movements. Cooperative action among workers for their common welfare should be stressed in adult life and presented in proper subject matter form to students. The possibilities of labor, its supply and demand, its characteristics involving creation, vanishing and transfer power should be worked out as factual guidance material. We must not only orientate the minds of students with occupational opportunities but supply in addition the possibilities, trends and current factors of labor which surround the work opportunities. Such problems of economics and labor clearly set forth would encourage students and others to seek additional formation for their personal and group welfare.

Fourth—For effective training and guidance the colleges must be depositories of useful data and factual information. Land-grant colleges are sometimes called the people's colleges. This designation implies the sensitiveness of the college to the needs of the people. For a more scientific approach to the problem of administering to the needs of Negroes in the seventeen states in which there are land-grant colleges for Negroes, I suggest an immediate comprehensive survey which would be conducted by and through the colleges in their respective states.

The general purpose of the survey would be to assemble a body of data which would point to desirable and necessary improvement and readjustments in the occupational opportunities and in the training and educational programs available to the Negro citizens and residents of each of the seventeen states. The controlling objectives of the survey in each state would be (1) desirable permanent economic recovery in contrast to present forms of emergency relief, direct or indirect, and (2) a more satisfactory citizenship status for the Negro group.

The specific purposes to be served by the suggested survey grow out of the lack of adequate data upon which a program of occupational readjustment may be made. In more detail the purposes are:

(1) To secure a very representative picture of the present occupational status of Negroes in each of the seventeen states with special reference to trends in the states with respect to the types of occupations in which Negroes are employed;

(2) To secure definite information concerning fields in which Negroes may be employed, as a basis for directing or redirecting programs in educational and vocational guidance, training, and placement.

(3) To determine whether Negroes in each of the seventeen states are in general employed in declining occupations and in those occupations that have suffered most during the depression; to consider this

condition, if found, as a possible explanation of why Negro workers loom so large on relief rolls;

(4) To determine the extent to which Negro pupils and students in the schools and colleges in each of the seventeen states have definite ideas of the types of work into which they wish to enter; to determine the extent to which commensurate and correlative occupational opportunities exist or can be made to exist for them; and to suggest possible methods of adjustment;

(5) To secure definite statistical information upon

which a redistribution of Negro labor may eventually be made;

(6) To collect, analyze, and publish data which will supply public and private social service agencies in each of the seventeen states with a body of information that will be of value to them in planning and fostering their programs.

These four suggestions, I submit, reflect in part at least the relationship which the land-grant colleges bear to the theme of this our association meeting.

The Contribution of Colleges and Professional Schools

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What I shall have to say is not restricted to Women's Colleges. The fact is Bethune-Cookman College is a co-educational institution and it is from that view point primarily I speak.

No more vital and imperative subject could, in my opinion, engage the attention of those interested in and dedicated to the education of Negroes than this: "The Contribution of Colleges and Professional Schools toward the education of the Negro for the Creation, Development, and Proper Use of Divertified Vocational Opportunities." I feel that individual and social economic competence and security are paramount considerations at this stage of our development and progress. Food, clothing, and shelter constitute the material basis of human life and culture. If the social and economic history of the nations of the world teaches any one specific lesson it is this: "The development of any people, their science, their literature, their art, waits upon and is predicted upon the solution of the elementary problems involved in securing these necessities." Economic forces, therefore, lie at the root of much of human behavior.

The actual movement toward vocational education and vocational opportunities has been largely administrative in origin and in method. As an unfortunate consequence of such a situation the idea of education for vocations and for vocational opportunities has not prospered as it should desirably prosper among the teachers themselves. Yet they are the ones who have it in their hands to achieve or to prevent vocational education in its richest and most effective sense. If they could but realize that the task is primarily their own, the battle for vocational education would be well-nigh won. The faculty is the heart of the college; and the work of the college cannot thrive unless that heart beats vigorously and sympathetically. The attitude and philosophy of the faculty toward this task must be as one. This I take it is one of the primary contributions the colleges can and must make with reference to vocational education; namely, that

of converting the faculties of the colleges to a sympathetic and constructive attitude toward fostering vocational education, activities, and opportunities. It is unfortunate for the cause of vocational education that in faculty circles vocational life is frequently spoken of with disparagement. "Cultural versus vocational" is an expression used not seldom, though it is no more sensible than would be the use of the same versus in referring to pupil and teacher. As Brewer well puts it: "If life is anything like a unit, the schools and colleges have need to give young people greater assistance in seeing life as a unity, and in working out harmonious relationships between ethics and success, culture and work. If education fails to grapple honestly with this need why call it liberal education? That man is not educated who has cultural interests, but whose cultural life is in conflict with his life of duty, or takes the form of a romantic escape from reality."

The college has the responsibility of offering vocational guidance of a sort which will train its graduates to harmonize work and culture, to amalgamate them into a well-rounded life. If in this way the educated portion of the community could improve their own occupational life, we might begin with a surer touch the task of making all work achieve the goal of excellence. If the college man despises any necessary kinds of work, his education has failed him by just that much.

No real life can be lived on the basis of vocational failure. This is no attempt to maintain that because the vocation is basic it is more important than other departments of life; the fact is that of itself the vocation is not the most important. To ask in righteousness, to be a good citizen, to carry on the home successfully—these are all of greater importance. But the vocation is a sine qua non, a fundamental without which most other enterprises would fail. It furnishes the support.

The engraver, the smith, the potter,
 "All these put their trust in their hands,
 And each becometh wise in his own work.
 Yea, though they be not sought for in the council of
 the people,
 Nor be exalted in the assembly;
 Though they sit not on the seat of the judge,
 Nor understand the covenant of judgment;
 Though they declare not instruction and judgment,
 And be not found among them that utter dark sayings:
 Yet without these shall not a city be inhabited,
 Nor shall men sojourn or walk up and down therein.
 For these maintain the fabric of the world,
 And in the handiwork of their craft is their prayer."

In what I have said up to this point, I have tried to point out a fundamental responsibility of the college in respect to our topic for discussion—the responsibility of changing for the better, the attitude or philosophy, which from my own observation and experience, obtains in high educational circles.

The College has a second contribution to make in the discovery of ability. In an ideal condition of society, everyone would do the work for which he was best fitted and do it in the most efficient way. All experience goes to show, however, that the world is full of misfits. In the field of economic production and the vocations we have a multitude of different jobs and vocations widely different in character. Each presents certain requirements. One of life's tragedies is to witness a young person blindly entering a calling or vocation for which he is not fitted, struggling aimlessly along for a period of years, and then too late waking to the fact that he is a misfit, but too late to change.

Our colleges are at least partially responsible for a condition of this kind. I recognize the inherent weaknesses of our standardized tests, but taken conjointly with other indices, I do feel, they may help tremendously in the way of discovering abilities and thus reducing the number of misfits. The recent development of mental tests and of special occupational tests for special aptitudes naturally raises the question as to how far they can be used. It will not be possible in this brief paper to enter into any detailed discussion of the various kinds of tests that have been developed, but only to indicate in a general way what they are and how far they will probably serve to discover fitness for different employments.

The test for general intelligence is designed to measure only the natural, or native or intrinsic capacity of the individual. To the extent to which any such test does subject the minds measured by it to thinking about experiences common to every mind, it furnishes a reliable and comparative picture of the intrinsic ability of each. It seems safe to say that the general intelligence tests are to have extensive use only in general education and in determining the capacity of a youth to take the training required for some employment. Where high native ability comes

to be recognized as indispensable for any occupation, the I. Q. of applicants will increasingly be used as a guiding and selective factor. Beyond these uses, however, reliance will be placed on special occupational and trade tests because they may be made to reveal not only ability but other necessary qualities and assets.

Quite independent of these intelligence tests there seems to be considerable evidence that measurements can be developed which will show whether an individual is likely to be a success on a given job or in a given vocation. Job analyses can readily be made to reveal the human operating points and the demands of each of these on the worker as to aptitudes or traits or other special assets required. Such an analysis might show that a competent telephone operator should have a pleasing voice, good health, steady nerves, genial disposition, a good verbal memory, keen eyesight, quick reaction, time and precision. Tests are already available to measure most of these assets. When we come to those vocations or jobs where personal qualifications as distinguished from level of native ability or special aptitude count most, mental tests will probably be of little or no avail. You cannot measure honesty or trustfulness or geniality, or magnetism or diplomacy or executive capacity. Because of the many personal elements involved in evaluating a person's fitness for a job or vocation the personal interview method will persist not because it is accurate and reliable in its results, but because it is the only kind of test which provides any tangible evidence concerning intricate and complex personal traits which reveal themselves, not by answering questions but by conduct and personal appearance; and bearing. Any kind of test or tests which would reveal these same traits in an impersonal and quantitative way would be far better. Unfortunately such tests do not exist.

There are tests which measure intrinsic intelligence; that discover and evaluate special mental and physical aptitudes; and for checking the real skill and knowledge secured from previous experience or training in the performance of the work of specific occupations or trades. It is gratifying that a number of colleges, especially professional schools, are increasingly using these special trade or occupational tests.

Colleges and professional schools may thus make a significant contribution by inaugurating or developing a battery of tests—intelligence, occupational, and trade—which will ultimately reduce to the minimum the number of vocational misfits.

A third responsibility is attached to, or resides in, the college of providing for the guidance and development of those who have, as a result of a battery of tests shown certain vocational aptitudes or fitness. "The nature and extent of the responsibility of an institution for guidance is affected by the variability of the students served. The responsibility is reduced if

the student body is homogeneous with approximately equal ability and with similar educational and vocational objectives."

"The choice of an occupation, if it is to be intelligent, must be based upon knowledge of the occupational opportunities from which a choice can be made. Students familiar with only a small number of fields of work in evidence in their immediate environment are restricted in their choice. The information gained about these occupations in chance contacts is superficial and incomplete. Some of it may be even incorrect and misleading as the casual onlooker may be impressed with certain conditions and fail to recognize others. That is especially true since occupational life has become so specialized and concentrated in large centers. Knowledge of the conditions of work, the desirable education for entrance, opportunities for advancement, requirements for success, remuneration, and other characteristics cannot be obtained accurately through the informal contacts of students. This information is essential and must be provided by the college if the choice of an occupation is to be an intelligent one.

It is not enough for students to have knowledge only of the occupations into which they might go. With this information considered alone, all would choose the socially preferred occupations. The large proportion of students in our secondary schools choosing the professions, and especially the professions of higher prestige, suggests that too frequently only the desirability of the occupation is considered. A consideration of at least equal importance is the capacity which the student brings to his work. There is a fallacy accepted somewhat generally by the populace, and approved occasionally by an educator, that all "normal" individuals can succeed in any field of work if they apply themselves assiduously. This failure to recognize the facts of individual differences not only explains the fruitless endeavor of many students of low ability to attain a position requiring high ability, but it contributes also to the socially more wasteful practice of students of superior capacity failing to recognize their capacity and being contented with average attainments. A second fallacy concerning abilities of students suggests that an individual is equally capable in all types of work and fails to recognize the specificness of capacities and the variation among them for an individual."

"Consequently, it is important for the individual not only to choose an occupation in which he has a reasonable chance for success, but that the chosen occupation utilizes the capacities in which he excels most. The program of the school and of guidance should inform the individual or assist him in discovering his general ability in relationship to that possessed by other people, and also the relationship between his abilities in various types of work. This knowledge of his abilities can then be related to the

requirements for various occupations and enable him to make a choice of an occupation in which he has a reasonable chance for success."

It has been indicated earlier that informing the student about the educational and vocational opportunities constituted one of the most important features of the program of guidance. A variety of means has been adopted to achieve this purpose. Five general types may be simply mentioned, namely, (1) publications, (2) organization of the curriculum, (3) courses, (4) visitation and observation, and (5) oral presentation."

Special guidance numbers or a special guidance section may be published or items of interest to students may be printed at any time in the school paper. Some of the larger cities have made investigations of occupational opportunities in the local community. These findings have been published either in a single pamphlet for all occupations or in a different pamphlet for each occupation."

"All subjects of study may have exploratory significance. A high degree of success and interest in a course justifies encouragement to further work on a higher level."

"The recognition of the need of informing the student has led to the organization of new courses prepared largely for this purpose. A course on vocational information devoted exclusively to a study of vocational conditions and opportunities has been organized in a small number of schools (7.7 per cent). A much more frequent offering is the orientation course which is offered in slightly over half of the schools. This course is only partly concerned with guidance, as large emphasis has been given to training in the social field. This course has large exploratory possibilities in opening up to students the nature and extent of knowledge in various fields as a basis for later choices of more specialized courses."

"Excursions are also arranged to industrial plants and commercial establishments to give students a clearer conception of the nature of the work done in different occupations. Excursions are more valuable if they are preceded by a study of the conditions and opportunities which these establishments present."

"Various types of talks on educational and vocational topics are presented to students as they progress through high school and college." "Talks are also presented by specialists successfully engaged in the various occupations. These talks are given either before the whole student body in an assembly or before groups especially interested. The small 1 group conference is frequently used to supplement a more general presentation before the whole school. To supplement the group contact, and in some instances used alone, individual interviews are arranged between students and those engaged in specific occupations. In all presentations by persons representing occupations

and higher institutions, it is important that every effort be made to insure accurate information."

It thus appears to me that the college is definitely charged with the responsibility of vocational or occupational guidance. In the development and training of the student and in the utilization of vocational opportunities I am of the opinion that colleges would do well to employ variations of the Cincinnati or Antioch Plans wherever local conditions admit of such use. The theory of the Cincinnati or Cooperative Plan is very simple. The major idea underlying the plan is that of balanced training to insure the highest attainment through the skilled use of all the factors involved—theory, men, materials, methods, and mechanism. There are many beneficial by-products of the system. It conserves time. The plan is economical. Under the Cooperative System teaching the theory only is the function of the school. Teaching the practice is the function of industry or business or the vocation. It is a good thing for a man to sweat his way toward the truth. The Cooperative Plan permits the students to see something of the realities of life. It establishes educational relationship with the occupational environment.

A fifth obligation of the college is resident in the condition or situation in which so many business, economic, and vocational ventures of Negroes are branded as failures. The tragedy is not that these people fail but that in too many instances they do not know why they have failed. Personally I feel that many of these failures have their explanation in the fact that the persons involved have failed to recognize that in this our modern age our industries, our jobs, our vocations, our businesses are based upon a fund of acquired mental and physical skills and upon a body of tested technical and vocational information. Without the possession of this, failure is an inevitable and foregone conclusion. I have in

mind now small businesses into which our people enter: printing shops, restaurants, pressing and repair shops, auto repair shops and the like, into which our people enter without this necessary equipment, entering them oftentimes with only a wish or a desire or an interest.

Colleges thus have a distinct responsibility not only to provide the specialized information and skills necessary but the related subject-matter information and the pre-vocational experience that would be provided in such a plan as the Cincinnati or Antioch Plan. There should be a close tie-up between the college and the trainee and follow-up even after placement.

Within the range of this brief paper I have tried to set forth the points at which in my opinion the colleges may make contributions toward the education of the Negro or the creation, development, and proper use of diversified vocational opportunities. They may help to do this by changing the attitude and philosophy of teachers toward vocational education so that all of the resources of the colleges may be marshalled, and that the entire instructional staff may become sympathetically and actively conscious of the worth and basic value of vocational activities. Second, through intelligence, occupational, and trade tests, the college may become an agency for the discovery of specific vocational and trade abilities. Third, by means of a well-defined and integrated guidance program it may induct young people into those vocational channels for which their intelligence, interests, and special aptitudes best fit them, thus lessening the number of vocational misfits. Fourth, the colleges may help in making better use of vocational opportunities as they exist in the outside world by effectively tying up theory and practice by some such cooperative scheme as the Cincinnati Plan even venturing into fields ordinarily regarded as closed to Negroes.

The Education of the Negro for the Creation, Development and Proper Use of Professional Opportunities

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In considering the contributions of the professional schools to this new program of Education of the Negro for the creation, development and proper use of diversified vocational opportunities, it is immediately obvious that the broad scope of the subject, even from a single aspect, cannot be treated adequately in so brief a discourse as the time limits of my space on the program indicate. Although immeasurable contributions have been made and rich opportunities still await our youth in the field of Law, Religion, engineering, teaching and the cultural arts, my remarks shall be directed to the three professions with which I am more or less directly associated—Dentistry, Medicine, and Pharmacy.

The healing arts of Medicine, Dentistry, and Pharmacy, like other activities of a high order, are firmly grounded upon a basic principle or ideal, the vision of which must be caught by young people who are confronted with the choice of life's endeavor. The criterion in the choice of any one of these professions and the training in them should be emphasized as a noble work in health service—a field whose ramifications are replete with opportunities because of the almost miraculous advances of science which continue to unfold themselves in great minds in the laboratories of scientific research.

Again, the demands upon the health service professions, due to the complexities of living under the

influence of highly modernized nations, have become so great that it is conclusive that the surface of the possibilities in these professions has been merely scratched. To be made aware of the many avenues that lie ahead in the field of health service, we need but review the progress of the present century, which was begun with the importance of such romantic characters as the itinerant dentist, the country doctor, and the corner druggist, and which later progressed into the medical and dental specialists, the chain drug stores, and, now, the tremendous concern of group practice through municipalities.

But the rapid scientific and social advances of the professions have awakened a greater need for the guidance of our young people and the creation of a new viewpoint toward the opportunities for service in the several professions. In the past, many a youth has been inclined toward the medical profession because he saw in it an opportunity to perform a spectacular feat, to save a life at the "zero hour," or, as a dentist, to effect instantaneous relief akin to the miraculous by alleviating pain of an aching tooth. Too much has been left to the adventuresome appeal of youth, so that, after embarking upon their chosen careers, many have found themselves disinterested and discouraged as they became disillusioned by the prosaic routine of their every day tasks. On the other hand, all too many, who have the necessary attributes which would make them successful, upstanding professional men and women, are shunted into other fields where their services are far less effective and their total worth to the community is lessened. A well directed guidance program would aid greatly in the selection and orientation of professional material. Indeed, there still seems to be no plan of vocational guidance generally carried out which will give students a straight-forward, complete appraisal of the scope, the opportunities, and educational requirements of the several professions of which I speak.

Such a guidance program relative to the professions might well be begun in high school in order that when the student is ready for college, his courses there may be arranged to his advantage. This need for proper guidance has often revealed itself in the fact that many students with baccalaureate degrees, who apply for medicine and dentistry each year, have to be rejected because of deficiencies in fundamental science courses. It seems fitting here to suggest a simple plan by which an effective guidance program may be carried out in the high schools and colleges. This may be done by having some one in the educational field of each of the professions address the assembly relative to his profession and hold interviews with interested groups where it is convenient to do so. Registrars and teachers who may be called upon from time to time for guidance, should be well-versed in the standard educational requirements of the professions. In every institution, there should be some department or individual to whom students might be referred for a thorough discussion of what

to expect of a finished practitioner. These are factors in which all forward looking young people who are considering professional careers are interested.

When consideration is given to the need for professional services throughout the states, one may be confused for the moment by the number of practitioners located in the large metropolitan centers. True enough, there seems to be nearly an adequate number in some of the largest cities to satisfy the immediate demand. But when the country is surveyed by and large, the paucity of all practitioners is alarming and the need for dentists is perhaps greater than in any other field. There are, in round numbers, approximately four thousand Negro physicians, and eighteen hundred dentists to serve a population of over twelve million people. While these data point to figures related to the most densely Negro populated states, a similar proportion of deficiency may be seen in other areas in the South.

In an exhaustive survey of the comparative dental health needs of white and Negro children in all of the public and parochial schools of Saint Louis, Missouri, it was revealed that despite the fact that Negroes are said to have healthier dentitions, dental disorders were more prevalent among Negro children than among whites. At the same time, fewer dental restorations in the mouths of Negro children indicated that less attention is paid to the matter of oral hygiene by Negroes in spite of the greater need. Though the facts found in surveying children of a single community are by no means conclusive, the report pointed clearly to a close relationship between poor oral hygiene and low mental vigor in that it revealed that one hundred per cent of the children in the vocational or so called "opportunity" schools suffered various dental defects. It is reasonable to believe that dental disorders are no more prevalent in St. Louis than in any other city of similar social and economic conditions. Therefore, through this survey, we may glimpse the wide-spread need for dental health service throughout the state.

In the field of general medicine, the matter of inadequate medical care is proportionately acute. The tuberculosis problem, the venereal disease problem, the problem of infant mortality, and the problem of educating the public to a higher appreciation of the possibilities of medical service offer a staggering challenge to all of those who are interested in the physical, moral, and intellectual welfare of the community in which they live. As in the case of the dentists, many opportunities for service have been left untouched because of the unequal distribution of physicians. Therefore, we may again see that in a large measure, the problem of recruiting as well as educating the ranks of medicine and dentistry is a matter of guidance which must be begun in the adjustable stage of secondary education.

The problems in pharmacy are similar to those in Medicine and Dentistry with but one exception—the rapid growth of the chain stores, particularly in

larger cities, often renders private ownership unprofitable. The place of the "neighborhood druggist" is fast being replaced by the more highly organized chain stores, which resemble very closely small department stores. However, the young man with creative ideas may still find his place in the field of pharmacy. Dean Fuhrmann of our College of Pharmacy has pointed out that "About ninety per cent of the graduates of colleges of pharmacy enter pharmacies and drug stores where they may become proprietors or managers, assistants, chemists, research workers, etc. Private ownership is profitable when the location is chosen with consideration for popula-

tion, competition, etc., when dependable service is given, and business principles applied."

In conclusion, it may be said that in the education of the Negro for the creation, development, and proper use of professional opportunities, the several professions have not only contributed their scientific services for the general good of the community, but have contributed their share to the cultural and social progress as well. And even greater contributions can be made possible by a well-conducted guidance program which is made operative in high schools and colleges from which professional material is drawn.

Report of National Education Association Committee to Cooperate With National Association of Teachers in Colored Schools

N. C. NEWBOLD, State Director of Negro Education, Raleigh, North Carolina, Chairman

This Committee was created in 1925-26 by Miss McSkimmon, President of the National Education Association, as a Committee on Problems in Negro Education and Life (which was later changed to the N. E. A. Committee to cooperate with the National Association of Teachers in Colored Schools on problems of Negro Education and Life).

The first Committee was composed of S. L. Smith, Chairman, W. T. B. Williams, N. C. Newbold and W. W. Sanders. The first report of this Committee was made to the Board of Directors of the National Education Association at the Philadelphia meeting on the Fourth of July, 1926. Meetings have been held once or twice a year and a report of progress has been filed with the Board of Directors of the N. E. A. annually since the Committee was created.

All sections of the Nation are represented on this Committee, consisting of state superintendents, state agents of Negro schools, college presidents and professors, high school and elementary teachers and members of philanthropic boards, who are willing to give their thought and time in helping to promote, through proper education, a better understanding among all groups in our population, and therefore a better interracial good will.

This Committee has held two meetings within the past year—one at Washington in July and the other in Atlantic City in February.

In the past there have been occasional joint meetings of this Committee and a similar committee of the National Association of Teachers in Colored Schools at the meetings of the latter association. Reports which were made previously to the National Education Association have been considered at these joint meetings and usually adopted by the National Association of Teachers in Colored Schools at the annual meetings in August.

At the meeting of this Committee in Atlantic City in February 1935, President Wilkinson of the National Association of Teachers in Colored Schools, expressed a feeling that this type of cooperation is most helpful and requested that, if possible, a still closer cooperation be effected. This might be brought about in part by having the President of each Association appear on the program of the other, not only in the annual summer meetings but at the mid-year meetings also, including the Superintendence Conference of the N. E. A.

A special sub-committee of this Committee was authorized at the Atlantic City meeting whose duty it will be to report to the N. E. A. meetings outstanding interracial achievements in the country, including any educational development of a notable character.

It is urgently requested by the Committee that the incoming President of the National Education Association attend the meeting of the National Association of Teachers in Colored Schools in Tallahassee, Florida, from July 29th to August 1st, 1935, or delegate some outstanding member to attend and address the conference.

The report of the sub-committee on (1) The Treatment of the Negro in Textbooks, and (II) Moving Pictures Portraying Negro Life in America was approved in principle at the Atlantic City meeting. This report follows:

REPORT OF SUB-COMMITTEE OF THE N. E. A. SPONSORING

- I. A Study of the Treatment of the Negro in Textbooks; and
- II. Moving Pictures Portraying Negro Life in America.

This Sub-Committee is composed of S. L. Smith, Chairman, W. T. B. Williams, Arthur D. Wright, Charles S. Johnson, and R. B. Eleazer. The brief

summaries which follow will show some of the progress which has been made the past three years, in each of these projects.

I. A STUDY OF THE TREATMENT OF THE NEGRO IN TEXTBOOKS:

The Committee has cooperated with organizations, officials, authors and others in efforts to have all school officials carefully examine the textbooks now in use as well as those proposed for adoption to see whether they deal fairly and adequately with the Negro, who makes up one-tenth of our national population.

Each year a brief summary of achievement has been filed with the Board of Directors of the N. E. A., approved by the Delegated Assembly and printed in the Annual Proceedings. (See Pages 200 to 203 for the 1934 report). These reports have also been made to a committee of the National Association of Teachers in Colored Schools and approved.

In a southwide conference held at Peabody College, Nashville, Tennessee, August, 1933 in which State Superintendents, or representatives from every state department of education, and the presidents and professors from around fifty white colleges were present, the following resolution was passed by unanimous vote:

"There should be taught in both white and colored schools those things that will build up in the lives of the people of both races such a knowledge of the factors involved in a bi-racial civilization and such mutual understanding as will promote good will, fair play, and a spirit of cooperation that will enable us all to work together as one for a safer, a saner, and a more fruitful civilization.

"As a first step in that direction we recommend that each State Department of Education make a careful study of the public textbooks in use in that state, with a view to such eliminations and additions as may be necessary to the above end."

Since the last report of this Sub-Committee in July 1934, the members have continued to stimulate further studies of textbooks, R. B. Eleazer, a new member of the Committee, added a year ago because of his interest in this study, has examined twenty additional textbooks of America History now in use in the South, the results of which are published in a pamphlet by the conference on Education and Race Relations, Atlanta, Ga., under the title, "School Books and Racial Antagonism." A few excerpts from his findings are quoted as follows:

"Not one of the twenty histories ever hints that Negroes had any part in the Revolutionary War (although Bancroft records the important part they took at Cambridge, Bunker Hill and Monmouth.)

Only one mentions that there were Negroes with Andrew Jackson in the Battle of New Orleans (Jackson said that they surpassed his hopes, that he would report it to the President of the U. S., and that the nation would applaud their valor as he had praised

their ardor).

Not one mentions their participation in the Spanish American War, in which, along with Roosevelt's "Rough Riders", they were highly commended by the Colonel himself.

The text mentions the fact that there were Negroes in the Civil War, but give no suggestions as to the number or quality of service.

Although 200,000 American Negroes saw service in the World War, the twenty histories make no mention of this service (in spite of the statement of General Pershing that he could not commend too highly the spirit shown among colored combat troops and their eagerness for the most dangerous work).

Only one mentions Dr. Booker T. Washington, the great educational leader among his people, who is known around the world, yet eight record the fact that Nat Turner led a slave insurrection. Although it is generally conceded that no like group of people ever made so great progress in sixty years, only two of the twenty histories make any mention of this notable record."

Dr. Ullin W. Leavell of George Peabody College, who has directed studies for the Committee, in collaboration with others, has prepared recently a new series of basal readers from the pre-primer through the eighth grade, which attempts to give as nearly as possible an adequate and proper treatment of social and economic problems as related to the various minority groups in the American culture. In this series an effort has been made to portray the constructive achievements of those groups which will no doubt give a better understanding of their part in American Life and therefore, promote better racial attitudes and better citizenship. This series of readers, published by one of the leading textbook companies, has had most favorable comment from southern school officials, and has already been adopted for use in some southern states, according to reports.

It is the hope of this Committee that other textbook companies, publishers of books for general reading and for use in libraries, will encourage more books of this nature for use by all racial groups.

The Committee has been informed that at least one large city in the North and one in the East have recently discarded textbooks which the officials felt did not give fair treatment of Negroes. Others have asked the publishers to delete certain unfair material about Negroes. In all cases of this kind the publishers have shown cheerful willingness to cooperate. The companies are making careful examination of their books and some have reported to the Committee that they have had occasion to revise their own readers, omitting any statements that might be considered unfair treatment of Negroes.

While these studies of textbooks have been limited, so far, to Southern States, the Committee passed a res-

olution recently, requesting the Chairman to contact State and City Superintendents throughout the Nation, asking them to cooperate in this important program. This will be done at an early date.

There are a number of studies yet incomplete in the Southern States. It is hoped that a more comprehensive report may be ready to file by July, 1936.

The comprehensive Source Book on Negro Life by Charles S. Johnson, a member of this Committee, is expected to be published soon. This will furnish much authentic material for authors.

II. MOVING PICTURES PORTRAYING NEGRO LIFE IN AMERICA:

The Sub-committee working on plans for an educational motion picture portraying Negro Life in America is now proceeding on a program which combines the objectives of social education with current art expression in music, design, and stage craft. It contemplates utilizing, in a sound motion picture, the combined talents of Negro musicians and singers, artists, playwrights and actors, against a carefully and realistically drawn social and historical background;—these features to be given integration under the skilled hand of a professional director. It is a cooperative undertaking among Negro artists whose service will be, in the main, contributed.

The Negro artists, without exception, have responded with an almost aggressive enthusiasm, recognizing the social as well as the artistic possibilities of such contributions when woven into a proper pattern. Although primarily an educational venture, it is expected that it will have some commercial possibilities, thus reaching incidentally, a wider audience.

Preparation of trial musical scores has begun, and this has been accomplished by an increased interest on the part of producers of educational pictures which have commercial outlets. The recent outstanding reception of certain sound pictures based upon aspects of the racial issue and Negro life give added promise of the success of this venture (Charles S. Johnson of Fisk University is giving much thought and time to this important project.)

In the Spring of 1932 the Chairman of this Sub-committee wrote a detailed letter to Mr. Will Hays, President of the Moving Picture Producers and Distributors of America, Inc., asking for his advice and cooperation. He was so impressed with the possibilities of this type of picture that he copied and sent the letter to all the large moving picture companies, suggesting that they get in touch with this Committee. Most of the companies responded with favorable reactions, but the business and financial conditions slowed down progress temporarily.

Our original idea was to build the picture around Paul Robeson and his *Ol' Man River*, but before we were able to contact him he left for Europe. Soon after this he was engaged by one of the large moving

picture producers to take the leading role in "Emperor Jones", which had a fine reception and box-office appeal in all parts of the country. One of the large companies with whom this Committee has been in close touch for two or three years wrote the Chairman of the Sub-committee on June 17, 1935 the following encouraging letter which is quoted in part: "We are actively engaged in making plans to produce **THE GREEN PASTURES**. I feel positive this picture will accomplish more for what you have in mind than any other one picture." The letter further indicated that they would want the assistance of this Committee toward securing artists for the contemplated production. Other important roles have been played by Negroes in moving pictures recently. While this Committee does not claim full credit for stimulating these pictures, it does find much satisfaction in the fact that this is in line with the program the Committee has been sponsoring since July, 1928, with the approval of the National Education Association.

Members of Sub-Committee:

S. L. Smith, Chairman	Charles S. Johnson
W. T. B. Williams	R. B. Eleazer
Arthur D. Wright	N. C. Newbold, Ex-officio

Denver, Colorado, July 2, 1935.

The above report was approved by the Board of Directors, without a dissenting vote, July 2, 1935, and will be printed in the 1935 Proceedings of the N. E. A.

EDUCATION OF NEGROES FOR LEADERSHIP AND FOR WORK

(Continued from Page Twenty-one)

and feeling. In such a society the traditional virtues of the Negro will stand him in good stead. He will need, to mention only a few, his faith, his patience, his good humor, his trustworthiness, his simplicity, his loyalty, and his adaptability. In addition, he will need to cultivate the traits of independence, persistence, cooperativeness, adventure, racepride, scientific inquiry, and perspective. With these traits, together with a new sense of values and a definite purpose, Negroes may still hope to play an important role in the new society. Whether they are segregated from or integrated into American society, all that has been said applies with equal force to either situation. They will need strong personal leadership, and they will need to work. Therefore, teachers of Negro youth, to whatever school of thought they belong, if they sense their true function, will ever be on the lookout for the potential leader, and will utilize every resource at their command to prepare Negro children for a better adjusted, more fruitful and useful, and happier vocational life. However successful a teacher may be in other matters, if he fails in this he will have failed in his major function.

Report of Committee on Legislation

F. M. WOOD, Director Colored Schools, Baltimore, Md., Chairman

We, your Committee on Legislation of the National Association of Teachers in Colored Schools, report as follows:

During the present associational year an attempt has been made to gather, as far as possible, valuable information relative to attempts that are being made throughout the country to bring about an equitable distribution of opportunity, both financial and social compact, with special reference to the Negroes of this country. It seems fitting to suggest that the problem undertaken is so large that a mere start has been made during the present year. During the month of February, after I had received notification of my appointment as chairman of this committee from both the President and Executive Secretary of the National Association of Teachers in Colored Schools, I promptly addressed letters to the various members appointed to serve on this committee. The responses were prompt and encouraging.

I regret to state that several of the members of the committee have not submitted a report of activities along this line in their various communities. Possibly this may be explained from the fact that there was nothing to report in connection with their section of the country or that they did not find time to write up the report.

I now cite a few cases to indicate how serious the problem is in the United States generally and in certain localities in particular.

I have this statement from a member of the Legislative committee. This member begins his statement by saying, "I am sure that the report of the Legislative Committee will make some mention of the decision in connection with the vote against the University of Maryland and it may be that on the basis of this victory we should recommend that it might be wise to try to break down this discrimination that exists in other state institutions.

"I do not know whether this can become a part of the report, but I call your attention to a situation which exists at the present time in connection with possible opportunities for Negroes in the government service. There is a definite requirement that applicants for positions in the New Deal Agencies, which do not come under the civil service, must be accompanied by letters of endorsement from congressmen, otherwise their applications receive no consideration.

"I can cite you the instance of one young woman who attempted to secure such a letter from a southern congressman and was told by his secretary that under no consideration were they issuing letters of endorsement for clerical or white-collar jobs to Negroes. I realize that where the Negro does not have a vote, it is difficult to do anything in this regard, but

certainly some mention ought to be made of this situation.

"The Resettlement Administration, in which I am now working, has two main Development Divisions: a Division of Rural Resettlement and a Division of Suburban Resettlement. The developments carried on will be on a large scale and projects will include from two to five hundred acres. This is going to require proper provision for educational activities of the children and something should be done in an attempt to secure the favorable action on the part of the local government committee towards providing the necessary facilities in the event that these developments are brought into their areas."

From Mr. S. Marcellus Blackburn of Dover, Delaware, a member of the Committee, I have the following statement:

"Delaware is interested in securing the support of the National for the general good of all teachers—for a twelve month salary plan, enabling teachers to be teachers during vacation as well as when schools are in session.

Delaware is interested in a higher standard of summer time activity being made possible to all teachers."

From President R. P. Daniel of the Virginia State Teachers Association, I have the following report:

"The chief item of note in connection with the Legislative Committee's interest at this time is that as president of the Virginia State Teachers Association, I have called a meeting of the Executive Committee of our Association with the Executive Committee of the State Conference of the N. A. A. C. P. of Virginia to discuss probable courses of action regarding the educational conditions in Virginia.

This combined meeting was held in Norfolk, Virginia, on May 26 at which time Dr. Charles H. Houston, Special Counsel of the N. A. A. C. P., discussed with us the procedures followed in other states. Much attention was given to the Maryland situation, as well as the actions in North Carolina and West Virginia.

It was decided that the State Conference of the N. A. A. C. P. would assume the responsibility of action regarding a legal test case dealing with the issue of inequalities in teachers' salaries or a test case of provision for Negroes' admission to the University of Virginia. The teachers of the State would be called upon to give moral and financial support to the movement.

Official action as to the exact nature of the legal steps to be taken has not been definitely decided as yet by the N. A. A. P. And the part which the State Teachers Association will take as a body must wait the vote of the group at the State convention which meets in November."

Possibly the most definite step that has been taken this year to correct one of the evils of long standing in our country was made in the State of Maryland.

Early in the year of 1935, the Federation of Maryland Organizations, composed of religious, civic, fraternal and social organizations throughout the state was organized. It promulgated a program of justice and liberty for all. The following is an excerpt from the Federation program:

"The Federation is committed to the following program:

1. Equal length of school term for every child in the State without regard to race or sex.
2. Equal pay for equal service for every public school teacher in the State without regard to race or sex.
3. Equal provision of building, equipment and supplies for every element of the public school population of the State without regard to race or sex.
4. Just and proportionate distribution of funds expended for the transportation of children to school centers, without regard to race or sex.
5. Adequate facilities for fully meeting the needs for higher or professional training for every qualified citizen of the State desiring it, without regard to race or sex, by:
 - (a) Making available the facilities of the University of Maryland to every person qualified to use them without regard to race or sex.
 - (b) Providing adequate facilities for fully meeting these needs in some other institution for those not able to enter the University of Maryland: or:
 - (c) Paying the cost of full scholarships for those who are compelled to go outside the State to secure like or equal higher or professional training.
6. A colored Assistant State Supervisor of colored schools.
7. Provisions for a State owned and controlled corrective institution for colored boys together with a colored personnel to manage it.
8. Colored representatives on all public boards in control of colored institutions.
9. A colored personnel in all institutions established and maintained for colored inmates, or such as may be established hereafter.
10. Abolition of all Jim Crow Laws in the State."

The booklet presented with this report gives a detailed account of discrimination as practiced by the State of Maryland in its unethical method of distributing funds for educational opportunity of the people of the State.

I now present briefs on educational bills as given by the Federation of Maryland Organization.

- I. History of Efforts
- II. Present Status of Salaries
- III. Proposed Remedies

I. HISTORY OF EFFORTS

- A. Early Equality In Some Sections
 1. Baltimore County
 2. Western Counties
- B. Later Introduction of Inequalities
 1. Baltimore County
 2. Under Present State Superintendent
- C. Struggle For Equalization
 1. State Teachers Association
 - a. Administration—Mr. Murphy
 - b. Administration—Mr. Nicholas
 - c. Present administration
 - d. Interracial Commission
 2. Three bills offered
 - a. Last in 1933
 - b. Provided for gradual arrival at equal minimum through graduated increases of 30%, 30% and 40%, per annum, thereby reducing cost to County and State in each of the three years that equalization was being effected.
- D. Opposition To Equalization
 1. Expressed by State Superintendent
 - a. First as general policy
 - b. As continuously inopportune
 - c. As financially impracticable
 - d. Through suggested compromise
 1. of five dollars per month
 2. without recognition of principles involved
 3. without promise of future adjustment

II. PRESENT STATUS OF SALARIES

- A. Range of Inequalities
 1. From 90% in Alleghany County to
 2. 47% in Queen Annes County
 3. From 600 to 1550 for teachers in colored high school. From 1000 to 3600 for teachers in white high schools
- B. Range of Preparation
 1. Graduates from Bowie Normal
 2. Graduates from Miner Normal College
 3. Graduates from Morgan College
 4. Graduates from other standard colleges
 - a. In east
 - b. In west
 5. Holders of Advanced Degrees from recognized institutions
 - a. Columbia
 - b. Pennsylvania
 - c. Other graduate schools
 6. Alleged Statement of State Superintendent
 - a. Bowie 50% efficient as to other normal schools
 - b. A very serious reflection upon work of State Superintendent
 1. In position of power
 2. In position of influence

3. In position to bring school up to standard
4. Statement a confession of failure.
5. Indifference—inefficiency—or hostility—-which?

III. PROPOSED REMEDIES

A. Bills Before Legislature

1. Proving
 - a. For equality in minimum salaries for equal service without regard to race or sex.
 - b. To be arrived at through graduated installments of 30%, 30% and 40% each.
2. Providing for equal minimum school term for all children, a measure of most elementary justice.
3. Providing for elimination of word "white" from section of school law dealing with the State Supervisor of Colored Schools.
 - a. Praise for present Supervisor
 - b. Effect of Colored Supervisor
 1. On General Boards
 2. On Colored Communities
4. Providing for Colored County Supervisors
5. Providing for more equitable distribution of funds for
 - a. transportation
 - b. equipment
 - c. building
 - d. supplies

CONCLUSION

- A. It is always Opportune to do what is *Right* and *Just*.
- B. It is always *Inopportune* to do what is *Wrong* and *Unjust*.
- C. The State cannot afford to be so advertised.
- D. It will prove an *Expensive Policy* in the end.
- E. The *Appeal* and *Argument* are presented on basis of *Reason* and *Justice* before the Legislative branch of our state government.
- F. Failure to be heard here will automatically transfer them to another and higher jurisdiction before which the State will be required to defend a policy of discrimination based solely upon Race."

At this time I wish to include a statement of several bills sponsored by the Federated Organizations of Maryland considered at the last session of the Maryland State Legislature January and February, 1935.

"The Federated Organizations of Maryland through its Legislative Committee presented to the General Assembly of 1935 the following Bills.

1. Senate Bill No. 28 which sought to equalize the minimum school term. (The present law provides nine (9) months as the minimum for white schools and eight (8) for colored schools.) The bill was defeated in the Educational Committee of the Senate.

2. Senate Bill No. 75 which sought to strike out

the word "White" in the State Law which refers to the appointment of a State Supervisor of Colored Schools. The bill was unanimously favored by the Committee on Education of the Senate and passed the Senate. The Committee on Education of the House of Delegates failed to report it out of the Committee. Repeated efforts were made to have the Committee report favorably, but the Legislative jam near the close of the session provided an excuse to not report it to the floor of the House.

3. Senate Bill No. 91, which sought to equalize the minimum salaries of teachers employed in the Public Schools of the State. A large delegation of White and Colored Citizens from Baltimore and the Counties attended the hearing held before the Committee on Education of the Senate. The Committee recommended its passage to the Senate. The bill was passed by the Senate by vote of 19 to 9. The bill, however, was killed in the Committee on Education of the House. The excuse was the Legislative jam.

4. House Bill No. 34, which provides for making the House of Reformation for Colored Boys a State Institution. The bill was passed in both branches of the Legislature and was signed by the Governor.

The Legislative Committee of the Federation also assisted in sponsoring the following bills:

Senate Bill No. 183, which provided for the purchase of Princess Anne Academy by Maryland University and the payment of 100,000 dollars for the same.

It also assisted very materially in helping to secure increased appropriation for Morgan College.

The Federation, through its Research, also presented facts and other materials in the recent case of Murray vs. University of Maryland. Mr. Murray sought admission to the Law School of the University. He was denied admission. A Mandamus filed against the University was heard and determined. The University was ordered to admit him."

The following presents a plan used by the Federation to circularize the citizens of Maryland:

"Fellow Citizens:

For years we have been attempting to secure through the legislature a full recognition of our civil rights. Through the efforts of various organizations some little measure of success has been obtained. But there are large goals that yet must be reached. The legislature will meet again this coming January, and a group of patriotic citizens, both colored and white, have conceived the idea of uniting all of the organized groups among our people behind a definite program, for the purpose of making a concentrated drive at the next session of the legislature to attain our objectives. We are herewith inviting your organization to cooperate with us, in order that all of our efforts may be coordinated, and we are therefore inviting your organization to send one or more representatives, as you may deem proper, to attend a general meeting to be

held at Odd Fellows Hall, Lanvale and McCulloh Streets on Sunday, November 25 at 2:30 P. M.

The purpose of this meeting is to have about sixty of the largest civic, fraternal and social organizations to pass upon the advisability of submitting the following program at the next session of the legislature, and to perfect ways and means of accomplishing these ends.

PROGRAM

1. Equal length of school term for every child in the state without regard to race or sex.
2. Equal pay for equal service for every public school teacher in the state without regard to race or sex.
3. Equal provision of buildings, equipment and supplies for every element of the public school population of the state without regard to race or sex.
4. Just and proportionate distribution of funds expended for the transportation of children to school centers, without regard to race or sex.
5. Adequate facilities for fully meeting the needs for higher or professional training for every qualified citizen of the state desiring it, without regard to race or sex by:
 - (a) Making available the facilities of the Univer-

sity of Maryland to every person qualified to use them without regard to race or sex or:

- (b) Providing adequate facilities for fully meeting these needs in some other institution for those not able to enter the University of Maryland; or:
- (c) Paying the cost of full scholarships for those who are compelled to go outside of the state to secure like or equal higher or professional training.
6. A colored Assistant State Supervisor of colored schools.
7. State provision for a owned and controlled corrective institution for colored boys together with colored personnel to manage it.
8. Colored representatives on all public boards in control of colored institutions.
9. A colored personnel in all institutions established and maintained for colored inmates, or such as may be established hereafter.
10. Abolition of all Jim Crow Laws in the state.

Respectfully submitted,
COMMITTEE."

Report of Committee on Anniversary Commemoration and Supplementary Readers

J. W. SCOTT, Principal, Sherman School, Cincinnati, Ohio, Chairman

We your committee on Anniversary Commemoration and Supplementary Readers beg to submit a report on the former proposition. Both propositions originally a part of the President's recommendations and approved at the Baltimore meeting, were placed in the hands of a committee appointed by the chairman of the Executive Committee at Charleston, W. Va., September 22, 1935. J. W. Scott was named chairman with power to complete its personnel. The second proposition has to do with the preparation of a series of five supplementary readers touching as many aspects of racial life to be printed in attractive form suitable for use in the elementary school, but this proposition has not been sufficiently developed to warrant even a preliminary report at this time. Therefore, this report must be confined to the first proposition which has to do with memorializing the Federal government to commemorate the 70th anniversary of the abolition of slavery in America together with the 118th and 78th anniversaries of Frederick Douglas and Booker T. Washington respectively by issuing a specially designed postage stamp and coin.

The committee based its procedure on the established policy of the government to commemorate events of national significance by issuing special stamps and coins. During the past year this policy of the government is seen in the national parks group of ten denominations ranging from one to ten cents

issued from July to October. It is also seen in a 3c stamp commemorating the tercentenary of Maryland, the observance of Mother's Day and the tercentenary of Wisconsin. It is further seen in the revenue stamps of the migratory bird, the dollar duck stamp and the silver tax stamp. In addition to the regular postage, special issues of imperforate sheets of the Byrd 3c and national parks 1c and 3c were printed.

Scores of suggestions for special stamps have been made, including a presidential series consisting of 28 denominations, pictorial issues illustrative of Washington, D. C., architecture and issues bearing the coat of arms of the 48 states, one celebrating the tercentenary of the Boston Latin School, the 100th anniversary of the birth of Mark Twain, the 75th birth year of the composer Edward McDowell and one in celebration of the 25th anniversary of the founding of the Boy Scouts of America.

In view, therefore, of the cited policy of the government and the varied instances and proposals above mentioned, your committee believes it has ample ground for memorializing our government to commemorate the 70th anniversary of the abolition of slavery in America and the anniversaries of two great leaders of the race who rendered service of national significance. Certainly no more fitting or beautiful tribute could be paid the loyalty of the largest minority group in the nation and at so little cost.

Therefore the committee, acting under the authority of the National Association of Teachers in Colored Schools, did its work almost entirely through correspondence.

It adopted the following plan of action:

1. Formulating a memorial to be mailed to the President.
2. Formulating a memorial to be mailed to the Postmaster General.
3. Circularizing extensively our schools setting forth therein the plan and asking them to follow the memorial with supporting letters.
4. Releasing press statements to white as well as colored newspapers in order to enlist their support and the intelligent cooperation of the rank and file of the race.

We reproduce here the memorial to the President and the reply which came through the office of the Third Ass't Postmaster General. The letter to the President under date of April 17 was as follows:

"We desire to bring before you a request embodied in a recommendation and adopted by the National Association of Teachers in Colored Schools at its 31st session held in Baltimore, Md., July 31—August 3, 1934, viz: That the Federal government be memorialized to issue a special postage stamp and a coin bearing the likenesses of Frederick Douglass and Booker T. Washington respectively in commemoration of the 70th anniversary of the abolition of slavery in America. We regard these two characters the greatest leaders yet produced by the Negro race in America. Their leadership—the one covering the period before and continuing many years after the Civil War; the other beginning after the Civil War and extending up to the World War, form a continuous influence, wise, progressive and patriotic stretching over a period of nearly seventy-five years. Their leadership has left its imprint for good citizenship on more than twelve million Negro Americans who delight to do these leaders honor.

"In consequence of the long established policy of the government to commemorate outstanding events of national significance, we pray our Federal authorities to commemorate the 70th anniversary of the abolition of slavery in America together with the 118th anniversary of Frederick Douglass and the 78th anniversary of Booker T. Washington. We submit no more fitting or beautiful tribute could be paid the high public services rendered our race and country by these illustrious leaders; could be paid the colored citizens or the untarnished loyalty of this group than by issuing a suitably designed stamp and coin by the Federal government. It would be a recognition of high civic and educational service. It will be a source of gratification and encouragement to millions of loyal but handicapped American citizens and an inspiration to the youth of an aspiring race, not to mention the hearty approval that such recognition would come

from their fellow citizens generally.

"We pray your most generous consideration of our petition, believing as we do that no more fitting recognition could be given more worthy anniversaries at so little cost. We wait your response.

"We have the honor to be,

"Very respectfully,

"The Committee on Commemoration,
"J. W. SCOTT, Chairman."

In answer to the above memorial the following response was received under date of April 26.

"Your letter of April 17 to the Postmaster General, with regard to the issuance of a special postage stamp and souvenir coin bearing the portraits of Frederick Douglass and Booker T. Washington, in accordance with the recommendations adopted at the National Association of Teachers in Colored Schools at its 31st annual session, has been referred to this office. The receipt is acknowledged of your letter on the same subject and date, which has also been transmitted to this Department.

"This Department has no jurisdiction over the issuance of coins, but it has been the policy to provide special issues of postage stamps for noted characters in both official and public life so far as it is practicable to do so. The usual practice, however, is to issue special stamps in connection with some definite anniversary of the individual himself or of an outstanding event in which he participated with distinction. Furthermore, to justify the issuance of a special postage stamp, the anniversary must be one that is celebrated throughout the nation.

"Applications have been submitted to the Department in the past for special stamp issue in honor of Frederick Douglass, as well as a stamp to commemorate the 70th anniversary of slavery, but it has not been possible, to date, to make provision for stamps in either of these cases, due to the complicated nature of our stamp programs during the last several years, in which it has been necessary to give prior consideration to many anniversaries connected with the early history of the Nation.

"We appreciate having the information contained in your letter and, if it is found possible later to provide a special issue of postage stamps such as you recommend, the matter will receive further consideration.

"Very truly yours,

"C. B. EILENBERGER,

"Third Assistant Postmaster General."

It is the opinion of your committee that this response is inconclusive and that efforts should be continued until something more definite is gained. The Committee is indeed grateful to the many schools, newspapers and individuals for their cooperation. We have preserved the accumulated correspondence in our file. If it be your pleasure for the committee to go further it awaits your command.

Report of Committee to Compile History of N. A. T. C. S.

J. R. E. LEE, President, Florida A. and M. College, Chairman

In the absence of yearly records of the Association since its organization, it is self evident there must be discrepancies and perhaps errors. Since the organization of the National Association of Teachers in Colored Schools, there have been but two completed minutes. We do not have copies for this record. The one was made possible by a contribution of \$200 from Dr. James H. Dillard, then of the Jeanes-Slater Board, the other a contribution of Hampton Institute. This preliminary statement is made that it may be clear to all that what follows has been gathered in a very inadequate manner—in many cases by incidental data.

The call for the National Association of Teachers in Colored Schools, then known as the National Association of Colored Teachers was sent out from Tuskegee Institute by J. R. E. Lee, then director of the Academic Department of that institution, during the winter of 1903. This call was signed by a number of educators of that time. Even a copy of this call has not been preserved.

As a result, the first meeting was held in one of the largest churches in the city of Nashville. The program was largely that of organizing this new movement. J. R. E. Lee was elected president and Dr. Frank G. Smith, then principal of the Pearl High School of Nashville, was elected secretary. We do not have record of other officers.

So far as we are able to find, the only living members who were present at that meeting are J. R. E. Lee, now president of the Florida A. & M. College, Tallahassee, W. E. Day, principal of the public school, Sapulpa, Oklahoma, and Dr. Frank G. Smith, now an eye, ear, nose and throat specialist in the city of Chicago. It is a matter of serious regret that we are unable to give further details of this particular meeting.

The question of a place for next meeting was a matter of serious concern. Since it was a new movement, there was no community especially interested in entertaining this unknown body. An invitation was solicited from Atlanta, Georgia, which was regarded as a center of education at that time, as well as at the present time. As a result of this solicitation, a telegram was received from the late Dr. J. W. E. Bowen, at that time president of Gammon Theological Seminary, inviting us to hold our second annual session in the city of Atlanta. Of this meeting, we are also without records.

For the 1906 meeting, on invitation from Dr. I. Garland Penn, who was promoting a National Young People's Congress, to be held in Washington, we concluded to have our meeting jointly with this young people's movement. There some members of our association appeared on the program with no formal

meeting. The same officers were retained, with the exception of Silas X. Floyd serving as secretary instead of Dr. Frank G. Smith.

In 1907, the Association was held in Hampton, Virginia. Up to this time the Association had been known as the National Colored Teachers Association. Due to the fact that a great many teachers of the white race were serving in various Negro schools and colleges, made it desirable that the name should be so changed that all workers in Negro schools should be included in the name. There it was decided that the Association should be called, "The National Association of Teachers in Colored Schools."

It was at Hampton that the National Association of Land Grant College Presidents which had been in existence for several years decided to merge with the now National Association of Teachers in Colored Schools. Dr. R. R. Wright, who was then president of the National Association of Land Grant College Presidents, heartily recommended this union of the two organizations. You will note we are unable to include here any direct proceedings of the Association as a result of the lack of annual minutes and data retained by the secretary.

During these five years J. R. E. Lee had been president of the Association and had done the promotion work of the organization.

The following year, 1908, our meeting was held in Asheville, North Carolina, where J. R. E. Lee, presided.

At the next meeting in 1909, Dr. R. R. Wright was elected president. Other leaders of the Race in the work of education joined with us there and gave their support for future promotion of the organization.

The following year 1910, at the urgent invitation of the late J. H. Brazelton, principal of the city schools of Oklahoma City, the annual meeting was held in that city. From that time on, more and more the leading members of the Race in the educational field began to take a wider interest and to help forward the movement. It was at this meeting Mr. W. T. B. Williams, was elected president.

In 1911, the meeting was held in St. Louis, Missouri. The sessions were held in the Summer High School Building and the mass meeting was held on Sunday afternoon in the coliseum. The speakers for that special meeting where we had 15,000 persons present, were the State Superintendent of Education for the State of Missouri and the late Dr. Booker T. Washington.

In 1912, Chattanooga, Tennessee, was the entertaining city, with Dr. W. T. B. Williams presiding. At that meeting, Dr. M. W. Dogan was elected president and Little Rock, Arkansas, was chosen as the next

place of meeting.

From Little Rock Arkansas, the 1914 meeting was held at Savannah, Georgia, with Dr. M. W. Dogan presiding, at which point the late Dr. N. B. Young was chosen president.

For 1915, the meeting was held in Cincinnati, Ohio, with Dr. Young presiding. At this meeting Dr. John Hope was elected president.

From Cincinnati, Ohio, the meeting went to Nashville, Tennessee, in 1916, with Dr. Hope presiding, and at which place Principal W. H. Singleton, of the public schools of Chattanooga was elected president.

From Nashville, Tennessee, the meeting went to New Orleans, Louisiana, in 1917. Principal W. H. Singleton presided. Dr. J. S. Clark was elected as the next president.

The following year 1918, the meeting was held in Harpers Ferry, West Virginia, with Dr. J. S. Clark presiding, at which place the late Dr. R. G. Atkins was elected president.

During all these years from 1905 to 1921, the late Silas X. Floyd, of Augusta, Georgia, was recording secretary.

The following year 1919, the meeting was held in Orangeburg, South Carolina, with Dr. S. G. Atkins presiding and where Dr. J. M. Gandy was elected president. In 1920, the meeting was held in Baltimore and Dr. Gandy presided. In 1921, Oklahoma City was again the entertaining city. The late Dr. L. J. Rowan presided and Dr. H. L. McCrorey was elected president.

The next year 1922, Hampton, Virginia, was the place of meeting with Dr. H. L. McGrorey presiding. At this point, the now Bishop J. A. Gregg was elected president. From Hampton, Virginia, the meeting went to Tuskegee Institute in 1923. Bishop Gregg presided at the meeting and Mrs. Mary McLeod Bethune was elected president. C. J. Calloway was elected as secretary.

The 1924 meeting went to Dallas, Texas, with Mrs. Bethune presiding and at which place the now Executive Secretary, William W. Sanders was elected president.

The next meeting in 1925 was held in Durham, North Carolina, with William W. Sanders presiding. R. S. Grossley was elected president.

From Durham, North Carolina, the Association went to Hot Springs, Arkansas, for the 1926 meeting, with R. S. Grossley presiding, and at which place W. A. Robinson, now principal of the Demonstration School, Atlanta University, was elected president. It was during this year that affiliation with the National Education Association began and the names of the first committee are S. L. Smith, N. C. Newbold, W. W. Sanders and R. S. Grossley, then president. The following year this committee had its first meeting in connection with the National Education Association at Philadelphia.

At the invitation of Nashville, Tennessee, again the meeting was held there in 1927, with Mr. Robinson presiding. Dr. W. J. Hale, of the A. & I. State College was elected president. During the administration of Mr. Robinson, the first steps were taken toward accrediting Negro high schools of the South. In 1928, the meeting went to Charleston, West Virginia, with Dr. W. J. Hale presiding. Dr. John W. Davis was elected president.

From Charleston, West Virginia, the meeting was taken to Jackson, Mississippi, for the year 1929. Dr. John W. Davis presided. W. W. Sanders was elected Executive Secretary to succeed C. J. Calloway. Dr. Mordecai Johnson, Howard University was elected president.

At the invitation of Dr. John M. Gandy, the 1930 meeting was held at the Virginia State College, at Petersburg, Virginia. Miss Fannie C. Williams of the public schools of New Orleans was elected president.

The following year the meeting was held in Washington, D. C. Miss Williams presided and President H. C. Trenholm, of the State Normal School, Montgomery, Alabama, was chosen president.

The 1932 meeting was held in Montgomery, President Trenholm presiding and Dr. Francis M. Wood, Supervisor schools, Baltimore, Maryland, was elected president.

The 1933 meeting was held in Louisville, Kentucky, with Dr. Francis M. Wood presiding. J. W. Scott, of the Cincinnati public schools was elected president. Mr. Scott was one of the members who joined in the early years of the organization.

Upon the invitation of the Supervisor, Dr. Francis M. Wood and his teachers, the meeting was held in Baltimore in 1934. Mr. J. W. Scott presided. Dr. Garnet C. Wilkinson, First Asst. Superintendent of Public Schools, District of Columbia, was elected president.

From the beginning of the organization up to 1914, the presidents succeeded themselves for one year. After that date a regulation was passed that the presidency should be retained for one year only, as will be seen from the above report. From 1909, at which time Dr. R. R. Wright took the presidency, J. R. E. Lee was corresponding secretary. The secretary thereafter took the title of executive secretary and there was no office known as "corresponding secretary."

The Bulletin which is now the organ of the National Association of Teachers in Colored Schools began its publication under the direction of C. J. Calloway as editor in 1923. Since that date it has been published continuously, monthly for a time, and since that time it is a quarterly publication. Since 1910 and continuing through up to the present date, the Association has enlisted the support of the leaders in education for the Negro throughout the country and even though the financial support has been

(Continued on Page One Hundred One)

Report of the Committee on Federal Aid

JOSEPH H. B. EVANS, Federal Rural Resettlement Administration, Washington, D. C., Chairman

At the 32nd annual meeting of the National Association of Teachers in Colored Schools outstanding contributions were made by members of the Federal government relative to the general theme of the convention—"The Education of the Negro for the Creation, Development, and Proper Use of Diversified Vocational Opportunities."

Economic significances of these federal contributions to the race were so outstanding that Dr. Garnet C. Wilkinson, President of the N.A.T.C.S., requested that a committee formed of the federal representatives present at the convention together with one delegate from each state meet at 4 P. M. August 1, 1935, for further consideration of federal aid projects and to formulate plans of action and execution.

Accordingly, the appointed committee with Mr. Joseph H. B. Evans acting as chairman assisted by Mr. Lawrence Oxly records the following:

The purpose of the meeting as stated by the chairman was to solve the problem of how immediate action may be started to initiate and develop projects in order that the race may duly share in the national appropriation for P.W.A. projects.

The discussion was thrown open to the committee as a whole and received its momentation through pivotal questions bearing upon ways, means and procedures for successful application for aid and for effective results in obtaining such aid.

Valuable practical experiences were cited by our outstanding college presidents and educators. Technical knowledges and wisdom were offered by the federal representatives.

The topics discussed together with the findings were:

- I. The National Youth Movement (Discussed by Mr. Oxly)
 1. The movement is under the direction of Dr. Lewis Alderman.
 2. The purpose is to aid the needy youth in securing and continuing an undergraduate college education.
 3. The quota of scholarships for each college is equal to 12% of that college's enrollment as of October 1934.
 4. The criteria for eligibility for scholarships are:
 - a. Students of undergraduate level
 - b. Students in need
 - c. Students of good character
 - d. Students with ability to profit by a college education.
 5. The college presidents' recommended list of applicants must be certified by the state superintendent.
 6. Students aided may earn on the average of \$15.00 a month. In extraordinary cases \$20.00.
 7. Work requirements
 - a. The work may be on or off the campus

- b. It must be socially desirable and commensurate with the individuals' training
- c. The hourly pay must be the same as the institution pays under regular circumstances
- d. The age limit for high school students is 16 to 24

In answer to many questions raised throughout the discussion involved in the above information definite statements concerning National Youth Movement formulated were:

1. Colleges must meet the requirements set up by the National Youth's Administration.
2. The college president is the authorized individual to make the recommended list.
3. The State Superintendent and the National State Administration certify the college requisitions.
4. Recommendations for high school graduates come to the college president from the high school principal.
5. Recommendations may be for students both within and outside of the state.
6. Scholarships are for all colleges not run for private gain. (Land grant colleges are included).
7. Difficulty has been experienced in finding socially desirable positions for the students on scholarship.
8. In many instances the most needy students have not been qualified for the positions available.
9. The need therefore is for an interchange of ideas relative to types of positions possible. It is recommended that schools initiate projects, pass the idea on and report on the research.
10. Pour letters into Washington asking for information on available projects.
11. If the governments' list is not satisfactory—Have a vision—Assume the responsibility to initiate, create positions for the state and government to execute.
12. Get students into government projects from which they are now excluded.
13. Work for concentrated action.
14. Keep abreast as to Who is Who in Washington in the P.W.A. and approach those individuals.
15. Write letters to Who is Who.
16. Form local committees to wait on them in person.
17. Secure Negro integration into the whole set-up at the start not on the end.
18. Get competent Negroes in the Works Progress Administration in the state.
19. Secure placement of competently trained Negroes in the official family.
20. Form and work through well organized local committees or boards of Negroes from your own state. Demand in a fine way and get results. Type committees such as the state N.A.A.C.P. group, the Urban League, Teachers Associations, Parent-Teacher Associations or any well organized representation within the state may be the spearhead of attack.

21. The people of the state must start the movement.
22. Proceed through proper channels of P.W.A.
23. The approach should be that the Negroes are part of the National program.
24. Contact any federal representative of the Negro group for full knowledge of all government bills issued on the subject in Washington. Get advanced bills. Contact state congress men. Contact President Roosevelt. Don't take "no" for an answer. Don't be discouraged with rejections. Apply again and again. Appear on the scene in Washington in person and fight for the cause.
24. If your state can not borrow under law, legislation is necessary. Seek legal help in getting the necessary bill defeated—then work through legislation. If your state can borrow the road is clear.
25. The important thing is to be qualified. Then use pressure with letters, follow ups, personal interview and spend some money to win.
26. Learn your rights as a citizen.
27. Exercise those rights.
28. Realize that the real solution will be when the Negro exercises the ballot—both men and women. Demand and exercise the ballot.
29. Demand laws broad enough to protect Negro interest as well as white interests.
30. Let the slogan be "Fight."
31. Raise the intelligence of the Negroes in order to back their leadership.
32. The demand is not necessarily for Negro projects but for Negroes sharing and participating proportionately in American projects.
33. Ask for and demand the full quota for the Negro.
- II. Rural Problem: How to follow up and push forward rural projects applied for.
 1. Make application with the local board through the works administration.
 2. Have approval of district engineer.
 3. Communicate with the district engineer and local board inquiring of disposition of applications. Secure written answers. Send full communication to Washington to Mr. Evans, Mr. Oxley, Mr. Weaver, or Dr. Caliver. New procedures already adopted will assure satisfactory response direct to you rather than through the local set up.
- III. Rural Resettlement (Discussed by Mr. Evans.)
 1. The resettlement administration is under the direction of Dr. Tugwell and his assistant Dr. Alexander.
 2. There are four major development divisions
 - a. Land
 - b. Suburban resettlement
 - c. Rural resettlement
 - d. Division of management
 3. The Land division—known as the land utilization movement provides for
 - a. The land to be studied by a regional director.
 - b. Farmers to be moved from submarginal land and placed on new farms.
 - c. The old land to be reclaimed and converted into federal projects, as parks, etc.
 - d. Vital questions in reclamation are:
 - (1) Are the projects including Negroes sufficiently?
 - (2) Are the Negroes given labor on the projects?
 - e. Points of importance:
 - (1) Know who the regional director is.
 - (2) Contact him.
 - (3) Demand projects including the Negroes both as individuals and as a group.
 - (4) No state appropriation is necessary.
 4. Suburban Legislation—first known as Subsistence Homestead—now as Suburban Resettlement.
 - a. Provides for long time payment plan for industrial job holders.
 - b. Locates people on the fringe of the industrial centers.
 - c. Provides better homes.
 - d. Brings industry to the suburbs.
 - e. Decentralizes industry.
 - f. Raises family morale.
 - g. Improves family life.
 - h. Increases industry.
 5. Rural Resettlement
 - a. For people on relief or not.
 - b. People in open country where need is greatest will benefit most.
 - c. The government buys up the land—a federal project—therefore federal property for 30 years.
 - d. Homesteads are furnished for \$2500.00 under long-time payment plan with low rates of interest.
 - e. Payments average \$10.00 per month.
 - f. The government erects the home, equips the farm, furnishes live stock.
 6. Division of Management
 - a. An expert farm manager does the follow-up.
 - b. Color is determined by the complexion of the project.
 - c. Do not ask for colored or white projects—but be guided by the social pattern already in existence.
 - d. Churches and schools are set up as the population becomes sufficient.
 - e. Regional Managers.
 - (1) There are eleven regional managers.
 - (2) There are to be Negro regional managers.
 - (3) There are to be Negroes on the staff.
 - (4) Agree to set up bi-racial groups where they exist.
 - (5) Make known eligible men.
 - (6) Help work for fair share based on proportionate need.
 - (7) Negro project managers must qualify. They will be hand-picked.

Willa Carter Mayer, Acting Sec'y.

Report of Committee on Resolutions

RUFUS E. CLEMENT, Dean, Louisville Municipal College for Negroes, Louisville, Ky., Chairman

1. The National Association of Teachers in Colored Schools views with great alarm the startling crime situation in America. Much more money is being spent to finance the war against crime than to finance educational advancement. In the interest, therefore, of humanity and of educational progress, this body strongly supports such measures and procedures as exist, and urges that others be devised, for the effective curtailment of crime.

2. In the foregoing connection we deplore the failure of passage of anti-lynching legislation by the Congress of the United States and urge the early passage of such legislation as one of the surest means, not only of the physical protection of Negroes, but also of the safeguarding of personal security everywhere.

3. We are pleased to note substantial evidences of good will and cooperation between the young and more intelligent whites and Negroes of the South. The National Association of Teachers in Colored Schools strongly encourages the continuous fostering of such good will, feeling that many social and economic problems of common interest will thus be solved.

4. This body looks with utmost disfavor upon Italian aggression in Abyssinia and regrets the seeming impotence and indifferences with which the plight of the threatened people of Ethiopia is viewed by peace-loving nations and world organizations. The association, in addition to condemning Italian aggression, earnestly hopes, in the interest of peace and justice, for the avoidance of war.

5. As it is imperative, in order to perpetuate our democratic form of government, that all citizens realize the power and influence of the intelligent use of the ballot, we urgently recommend the teaching of the value of the ballot in all schools for Negroes. We also recommend ceaseless activity toward securing the just constitutional right to vote on the part of Negroes in those States where this right is denied them.

6. It is further urged that all workers in schools for Negroes emphasize the importance of the participation of Negroes in forward-looking and constructive movements that have as their aim the improvement of the condition of the laboring masses in America.

7. It is plainly evident that many text-books, particularly in the field of history, used in the public schools of the country, do not present the Negro in the light of impartial fact. It is therefore earnestly recommended that State boards of education and all other bodies that select and adopt text-books for use in the public schools insist on adopting only those text-books that present the Negro citizen in an adequate, comprehensive, and authentic manner.

8. The scientific study of education is of special

importance to the Negro. In view of certain obvious changes in the American social order, and in view of the fact that the all-important function of general education is the adaptation of the individual to the social order, we believe that outmoded practices in education, especially as they affect the Negro, should be discontinued, and that steps to be taken in that direction are the reconstruction of curricula designed for general education, with corresponding revision of methods of instruction and patterns of organization and administration.

9. Inasmuch as most colleges for Negroes stress liberal arts education, thus making sure that most Negro college students are aware of the benefits inherent in a "liberal" education, and because of the demands of a technological society of which the Negro is a part, we urge greater emphasis upon the development of trade and technical education, especially in land-grant colleges, for the economic advancement of the race.

10. Our educational system must necessarily take a deep interest in the deplorable economic condition in which twelve million Negro American citizens find themselves as a result of the present economic crisis. We urge that every effort be exerted to provide for this group more jobs, better wages, and more diversified vocational opportunities.

11. We urge further that scientific surveys be made, on a state-wide and nation-wide basis, in order that a complete picture of actual and potential occupational opportunities for our group may be obtained. The findings of these surveys should be accurately and vividly portrayed to the entire nation; programs of educational and vocational guidance should be based upon them; and in terms of the theme of this session of the N.A.T.C.S.—"The Education of the Negro for the Creation, Development, and Proper Use of Diversified Vocational Opportunities"—our entire program of education should be critically analyzed and revised in accordance with the survey findings.

12. The unusually important National Conference on Fundamental Problems in the Education of Negroes should be continued by a series of follow-up conferences in various centers until the basic significance of its work is known and acted upon.

13. The attention of state and federal relief agencies is called to the fact that there are glaring inequalities in the distribution of work opportunities among Negro citizens as compared to those among white citizens. The National Association of Teachers in Colored Schools raises a most vigorous protest against this unfair and un-American practice.

14. It is urged upon the administrative officials of Negro colleges and upon all civic and welfare organizations that they keep informed of the development of the program of the Public Works Administration

and other Federal and State Agencies, and work unceasingly to secure all the buildings, equipment, and other essential improvements possible under this program.

15. To stimulate continued creative activity among Negroes and as a demonstration of racial advancement, it is urged that a national exposition be held, preferably in the South, reflecting the life and progress of the Negro in America since the Civil War. For this, the cooperation of the Federal and State Governments and of organized groups of white and Negro citizens throughout the country is solicited.

16. We urge increased activity and cooperation on the part of public and private agencies in safeguarding and improving health conditions among Negroes.

17. Much misunderstanding exists on the subject of the supply and demand of qualified teachers for Negro schools. Economic stress and strain have sent recently many persons into the teaching field whose presence there is not in the highest interest of pupils and students. We would urge especially trained and highly qualified teachers for the various school teaching levels and also a single salary schedule of pay for white and Negro teachers of the same training and work in a given local county or state system of schools.

18. In a constructive program of education it is essential that both students and teachers shall be allowed an unobstructed course in the pursuit of truth. We feel that freedom to acquire truth on the part of citizens of today or of tomorrow is democracy's grant in perpetuity.

19. We urge speedy Congressional action in making the home-place of Frederick Douglass a National Shrine. We also endorse the movement now sponsored by the Alumni Association of Otterbein College (Westerville, Ohio), to make into a State or National Shrine the house in which the anti-slavery ballad, "My Darling Nellie Gray" was written (by Benjamin

Hanby in 1858), and which served as one of the underground railroad stations.

20. The National Association of Teachers in Colored Schools deeply appreciates the challenging words for that education which would benefit all American citizens and aid in ushering into being a higher social order, as directed to us by the President of the United States of America. We also express appreciation to the Honorable Secretary of the Interior, the Honorable Secretary of Commerce, the Honorable Secretary of Labor, the Honorable United States Commissioner of Education, for their personal messages of educational interest and cooperation, and for their additional contributions to the success of our deliberations in sending representatives of their respective offices, for program participation. We are like-wise indebted to Honorable Rex Tugwell, of the Federal Rural Resettlement Administration, and the Honorable Governor of the Farm Credit Administration for making possible for us the counsel of representatives of their high offices.

21. In appreciation, we acknowledge the courtesies and expressions of interest, the provisions of comfort and conveniences, and manifestations of kindness and hospitality as extended in this meeting to members of the National Association of Teachers in Colored Schools by Honorable David Sholtz, Governor of Florida; Honorable W. S. Cawthon, State Superintendent of Public Education; Honorable W. C. Hodges, State Senator of Florida; Honorable F. A. Wesson, Mayor of Tallahassee; Dr. J. R. E. Lee, President, Florida A. & M. College, and his efficient corps of officers, teachers, and students. We shall leave these and other splendid citizens of Florida with a feeling of deep gratitude.

John W. Davis, Secretary.

(Received and adopted by the N.A.T.C.S. on Friday, August 2, 1935.)

Report of Committee on Time and Place

J. S. CLARK, President, Southern University, Baton Rouge, La., Chairman

The Committee on Time and Place begs to make the following report:

Invitations were extended from Dallas, Texas, Tuskegee Institute, Alabama, and Atlanta, Georgia. After careful consideration and deliberation and vote on each place, the committee recommended finally by unanimous vote, Atlanta as the meeting place of the thirty-third annual session of the National Association of Teachers in Colored Schools. Time: July 28 through July 31, 1936.

Respectfully submitted, The Committee

Report of Auditing Committee

WILLIAM ANDERSON, Principal, Washington Junior High School, Baltimore, Md., Chairman

We have examined the accounts of the Treasurer and Executive Secretary of the National Association of Teachers in Colored Schools from July 1, 1934 to June 30, 1935, and find them correct so far as we are able to determine.

We wish to commend both the Treasurer and the Executive Secretary for the splendid way in which the accounts are kept.

Respectfully submitted,

The Auditing Committee.

Annual Report of Treasurer

W. D. MILLER, Business Manager, Bluefield State Teachers College, Bluefield, W. Va.

RECORD OF RECEIPTS AND DISBURSEMENTS FROM JULY 1, 1934 TO JUNE 30, 1935

RECEIPTS

Total received from Executive Secretary W. Sanders from July 1, 1934 to June 30, 1935, as itemized on Ledger, page 57.....	\$3,351.95
Balance on hand July 1, 1934	27.42
	\$3,379.37

DISBURSEMENTS

Date	Name	Purpose	Amount
1934			
July 12—	Rose City Press, Bulletin		\$ 100.00
12—	W. W. Sanders, Salary		85.00
24—	W. W. Sanders, Salary		35.00
Aug. 3—	J. W. Scott, Assn. Expense		160.50
3—	F. M. Wood, Assn. Expense		18.38
3—	W. D. Miller, Assn. Expense		64.30
3—	W. W. Sanders, Assn. Expense		74.00
9—	Rose City Press, Bulletin		140.00
9—	Dora Mickey, Clerk Hire		190.00
9—	Helen Brown, Clerk Hire		13.00
9—	W. W. Sanders, Salary		180.00
1935			
Feb. 8—	W. W. Sanders, Cash paid items as listed in ledger page 59		918.81
24—	W. W. Sanders, Cash paid items as listed in ledger page 60		351.00
24—	Charleston Engraving Co., Bulletin		10.04
24—	Elliott Add. Mach. Co., Bulletin		8.79
24—	St. Louis Button Co., Office Supplies		30.05
24—	Dora Mickey, Clerk Hire		70.00
24—	L. Y. Sanders, Clerk Hire (old bill)....		40.00
24—	Rose City Press, Bulletin		70.00
24—	W. W. Sanders, Salary		40.00
Jun. 8—	W. W. Sanders, Salary		40.00
10—	Dora Mickey, Clerk Hire		30.00
15—	Dora Mickey, Clerk Hire		20.00
15—	S. Spencer Moore, Office Supplies		15.00
15—	Thomas O. Laird, Office Supplies		21.27
15—	Rose City Press, Bulletin		100.00
30—	So. E. Passenger Assn., Assn. Expense		7.75
30—	Dora Mickey, Clerk Hire		15.00

30—	W. W. Sanders, Cash paid items as listed on ledger, page 61	465.59
30—	Check from Armstrong High School, Washington, D. C. returned unpaid, Miscellaneous	48.00
30—	Protest fee on above check, Miscellaneous	2.23
Mar. & Aprl.—	First National Bank of Bluefield for service charges on balances below \$50.00, Miscellaneous	2.00
	Government tax on 11 checks, at 2c, Miscellaneous22

Total Disbursements July 1, 1934, to June 30, 1935	\$3,365.93
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DISTRIBUTION OF DISBURSEMENTS

Salaries	\$1,544.92
Clerk Hire	522.50
Association Expenses	324.93
Office Supplies	122.62
Postage and Stationary	156.07
Travel	177.60
Bulletin	464.84
Miscellaneous	52.45
Total	\$3,365.93

TOTAL RECEIPTS

Balance on hand June 30, 1934	27.42
Total receipts, July 1, 1934 to June 30, 1935	3,351.95
	\$3,379.37

TOTAL DISBURSEMENTS

July 1, 1934 to June 30, 1935	\$3,365.93
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Balance	13.44
Less: Refund to W. W. Sanders transmittal of funds over the amount collected by him	10.45
Net Balance	2.99

Respectfully submitted,

W. D. Miller, Treasurer.

Annual Report of the Executive Secretary

William W. Sanders

The year 1935 has brought some progress in the education of Negroes in America. More people are interested in the public education of all the youth in this country than ever before. The panic that apparently seized the public at the beginning of the depression is beginning to subside, and a saner attitude towards education has been taken. In several states, legislatures have made appropriations to supplement the general school fund used for educational purposes in state subdivisions. Federal Emergency funds have supplemented state funds thus enabling the schools to maintain certain minimum standards. Interest continues in the pre-school education of children and part time and evening classes for adults. These phases of education are being supported by the Federal Government as a relief measure to give employment to those teachers who were on relief as a result of a lack of employment in their regular fields. Hundreds of teachers have been employed to give instruction to these classes. The education of adults is becoming increasingly important because of the effect it has upon the citizenship status. The Negro population has a large percentage of illiteracy among its adult population and as a result is receiving a large share of the monies appropriated for Federal Emergency education.

The economic position of teachers in Negro schools has improved very little during the past year. The great majority of teachers especially in the rural communities are still receiving less than a living wage and in many instances such teachers receive less than is paid the employees in menial positions. Not only is the monthly income of the teachers very small, but the length of time that she is employed to work is such as to make her yearly income appear pitiful. At present little effort is being made to arouse the public to the seriousness of the situation as it affects the Negro teacher. This teacher has few to intercede in her behalf. On the one hand, our own organizations have apparently accepted the situation as final and failed to make an effort to remedy conditions. On the other hand, employing agencies do not seem to realize the justice in granting a living salary to a professional group in the minority race, which group has expended time and money to prepare themselves for the profession. If the social, moral and economic status of the Negro teacher is to mean anything, there must be an increase in the earnings of such teachers. The low economic status must as a matter of course reflect itself in a reduced morale among a large group of teachers. The National Association of Teachers in Colored Schools, representing the idealism of teachers in such schools in America, should seek every opportunity to lend its influence towards the improvement of the economic status of poorly-paid teachers.

Our Colleges

Negro colleges have been able to maintain their standards in spite of reduced revenues. Higher standards have been set for colleges and our colleges are constantly striving to meet the required standards of the regional accrediting associations. Workers in these colleges, especially in the southern area of the country, appreciate the fact that the Southern Association of Secondary Schools and Colleges has set up machinery for the accreditation of Negro colleges located in the region of that association. Many of these colleges have already met the standards required. Others are in process of doing so.

The enrollment in the colleges constantly increases and the question of the type of course to be offered is receiving consideration by those who are interested in the future of college men and women. The fact that the theme of the program of this meeting is: "Education of the Negro for the Creation, Development and Proper Use of Diversified Vocational Opportunities," indicates that there has been a change in the trend of thinking with respect to education on all levels of instruction. Guidance is beginning to be thought of as a basic factor in the education of the youth.

Professional Standards

There has been a growth in the professional attitude of teachers towards teacher organizations. State organizations in many cases have more than doubled their memberships in the past few years. The interest in such organizations is based upon the desire on the part of teachers to develop a forceful agency within the state that will advocate their cause, and that will present a united front in the promotion of educational ideals. These state teachers organizations in many cases, have constructive programs and are attempting intelligently to approach a solution of the problems that confront teachers. The work of these associations for the most part is done through standing committees that act during the recess of the association. Some of such committees are: public welfare, legislative and citizenship. Much is being done by these committees to improve the educational facilities of Negroes and to raise the general citizenship status to a higher level.

Montgomery Plan of Membership

At Montgomery, Alabama, in 1932 it was proposed to change the plan of membership in the N. A. T. C. S. Briefly the plan is as follows: Each state association affiliating with the N. A. T. C. S. will add 50c to the dues charged to persons who become members of their association. The additional 50c fee constitutes membership in the Association and must be sent to the National by the proper state authorities. Every teacher belonging to an affiliating state association thus

becomes a member of the National body. (2) The Presidents and Secretaries of the affiliating state associations become members of the General Council and the Delegate Assembly of the National organization. (3) Each state will be entitled to elect one delegate in the Delegate Assembly of the National association for each 25 members it has enrolled in the N. A. T. C. S. (4) Every teacher belonging to the state association will receive the Bulletin which will be published quarterly.

At the Baltimore meeting of the Association last year, this plan was ordered sent to the several states for approval. Consequently the Executive Secretary communicated the plan to state Presidents and Secretaries of state associations prior to their meetings this year. Information as to the action of state associations on the proposal has not been satisfactory. Only a few of the states have made replies to the questions submitted to them. The following states have ratified the plan: Delaware, Maryland, District of Columbia, and West Virginia. New Jersey has the plan under consideration. We have failed to receive definite information as to the action of other state associations. It is recommended that all associations whose teachers have ratified the plan be granted the reduced membership privilege and that a committee be appointed at this meeting to work out definite procedure to be followed by the executive officers of this Association in making proper contacts with state organizations with respect to membership, etc. The whole matter of membership should be given careful consideration so that no misunderstanding may occur in the states.

With the teachers and state associations maintaining full membership in the N. A. T. C. S., this organization will be in a position to give more attention to the professional and other problems confronting the teachers. Research committees will be able to function. The Bulletin will be published regularly according to schedule, and the executive officers of the N. A. T. C. S. will be placed in position to do effective work. Should 12 states give full cooperation in this matter, the difficulty of maintaining permanent headquarters in Washington would be removed and our executive offices could be immediately placed at the nation's capital. It is further recommended that teachers residing in states that do not accept the plan will be required to pay \$1.50 per year for membership and the Bulletin; that teachers in states that have no state organization may secure group membership on the Montgomery Plan basis; that the faculties of schools that become 100% in membership be permitted to have the low rate.

Constitution and By-Laws

Upon the ratification of the new plan of membership it will be necessary to revise our constitution and by-laws. It is recommended therefore that a committee on such revision be appointed at this meeting to go over the constitution and recommend such changes as are necessary to harmonize the new plan with our constitution and by-laws.

Executive Committee Meetings

The Executive Committee of the Association has held two meetings during the year. Both of these meetings were held in Charleston, West Virginia. A full report of these meetings will be made to the Executive Committee and General Council.

New Departments and Committees

The Department of School Principals was created at the Baltimore meeting of the Association. The Departments of Guidance in Education, and Education of Handicapped Children were authorized by the President and should be ratified at this meeting. The Stamp, Citizenship, Welfare, Resolutions and Obituary committees have been working through the year and will make reports at this meeting.

Contributions and Services

The association is indebted to President Wilkinson for the splendid manner in which he has handled a difficult situation; to Dr. Caliver for his cooperation and support in making possible a preliminary conference on rural education; to Messrs. W. A. Baltimore, O. R. Rogers, and Albert Burgess of the District of Columbia school system who furnished the printed program for this meeting; to Mrs. Lucinda Y. Sanders who has contributed her services as assistant to the Executive Secretary during the year, and to all those who have made contributions to the success of our work during the year.

Financial

It has been difficult to operate the office of Executive Secretary during the year because of the financial condition of the Association. Beginning the year with a deficit, funds did not begin to come in until November. From August to November the Executive Secretary was without clerical assistance because of a lack of funds. The financial statement given herewith will show the small amount that has been paid out for clerical services during the year. It is impossible for the office to function efficiently without clerical assistance. We have been unable to make proper contact with the teachers in the several states, with state associations, and others interested in the education of Negro youth. It will be noted that the greater portion of the money the association receives comes from 2 or 3 sources. The northern and border states seem to have taken upon themselves the burden of support of the Association. If the table of finances submitted herewith is an indication of the present trend, the sections of the country that need the services of a strong national organization seem to be unaware of the opportunity they have in strengthening this organization. Some of the states in which officers of our associations reside have given only nominal support, and in some instances practically no support. Can it be true that our officers are lacking in interest in the organization? The burden of support of the organization cannot be borne by a few people. Everywhere must men and women interested in the education of Negro youth be willing to make sacrifices, if necessary, to build up the organization. Some com-

plain that the organization is not doing what it should. Have we ever thought that the failure to do is caused by those who complain not having put very much into the organization? If each one will contribute as much as he can in service and support to the organization, he will have a right to expect a larger return in services coming from the organization. More and more it is becoming evident that Negroes must do things for themselves; they must lift themselves; they must support their own organizations; they must build their idealisms; they must further and support the causes that work for the protection and development of the masses of the race. They must be willing to put time, thought and money in those institutions that have as their object the education of the youth of the race. Unless we are willing to do this, we should abandon our efforts to carry on the pretense of a national organization.

The Executive Secretary is appreciative of the support he has received from the officers of the organization and teachers during the year.

FINANCIAL STATEMENT

CASH ACCOUNT—1934-1935

1934	Cash Received	Bad Checks
July	\$408.50	\$ 1.50
Aug.	926.50	
Sept.	16.50	1.50
Oct.	72.00	9.00
Nov.	305.50	43.50
Dec.	217.25	13.50
Jan.—1935	119.00	4.50
Feb.	116.50	10.50
Mar.	127.50	3.00
Apr.	395.00	3.00
May	215.50	6.00
June	480.00	54.00
Totals	\$3,399.75	\$150.00
Balance		\$3,249.75
Brought Forward July 1, 1934		71.21
		\$3,320.96
Less Expenditures		3,313.48
		\$ 7.48
Service Charge	\$2.00	
Protest Fee	2.23	
Check Tax .....	.26	4.49
Balance		\$ 2.99

INCOME FROM MEMBERSHIPS

1934	Annual	Aff.	Life	Aff.	Contr.	Total
July	\$ 259.00		\$73.00	\$50.00	\$25.00	\$407.00
Aug.	803.50	48.00	20.00	55.00		926.50
Sept.	15.00					15.00
Oct.	63.00					63.00
Nov.	237.00			25.00		262.00
Dec.	178.75			25.00		203.75

1935

Jan.	52.50		62.00			114.50
Feb.	93.50		12.50			106.00
Mar.	99.50			25.00		124.50
Apr.	87.00	5.00		100.00	200.00	392.00
May	154.50		5.00	50.00		209.50
June	346.00	35.00	20.00	25.00		426.00
Totals	2,389.25	88.00	192.50	355.00	225.00	3,249.75

EXPENDITURES—JULY 1, 1934

TO JULY 1, 1935

1934	Salary	Hire	Exp.	Sup- plies	and Sta- tionery	Travel	Bul.	Total
July	\$120.00						100.00	220.00
Aug.	180.00	203.00	317.18				140.00	840.18
1935								
Jan.	618.00	48.50		41.07	81.60	128.10	1.54	918.81
Feb.	75.00	11.00			15.39			101.39
Mar.	133.34	57.00		.77	25.50			216.61
Apr.	40.00	113.00		30.05			118.83	301.88
June	378.58	90.00	7.75	50.73	33.58	49.50	104.74	714.61
Total	1,544.92	522.50	324.95	122.62	156.07	177.60	464.84	3,313.48

STATEMENT OF NET RECEIPTS FROM STATES

JULY 1, 1934 to JUNE 30, 1935

State	Annual Memb.	Aff. Memb.	Life Memb.	State Aff.	Contri- butions	Total
Ala.	94.00			50.00		144.00
Ark.	25.50			25.00		50.50
Del.	7.50			25.00		32.50
D. C.	283.00		30.00		200.00	515.50
Fla.	157.50					157.50
Ga.	36.00		15.00			51.00
Ind.	1.50		12.50			14.00
Kans.	4.50					4.50
Ky.	77.00		15.00	25.00		117.00
La.	7.50		25.00	30.00		62.50
Md.	767.50	78.00	38.00	25.00		908.50
Miss.	3.00			25.00		28.00
Mo.	15.00					15.00
N. J.	3.00			25.00		28.00
N. Y.	5.25					5.25
N. C.	14.00					14.00
Ohio	74.50					74.50
Okla.	70.50					70.50
Pa.	6.00	5.00				11.00
S. C.	25.50		5.00	25.00	25.00	80.50
Tenn.	10.50			25.00		35.50
Tex.	3.00			50.00		53.00
Va.	16.50					16.50
W. Va.	678.50	5.00	52.00	25.00		760.50
Total	2,389.25	88.00	192.50	355.00	225.00	3,249.75

ACCOUNTS PAYABLE—CURRENT

JUNE 30, 1935

W. W. Sanders, Balance on Salary	\$115.56
Rose City Press	309.32
S. Spencer Moore Book Company	3.78
Total Current Accounts Payable	\$428.66

OLD ACCOUNTS PAYABLE

Bal. N. B. Young Travel Expense	\$ 42.81
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Jarrett Printing Co., Bulletin.....	429.00	C. J. Calloway, Bal. Salary	300.00
L. Y. Sanders, Bal. Salary 1932-33	97.00	Total Old Accounts	\$1,068.81
A. S. Wright, Bal. Salary	200.00	Total Outstanding Indebtedness.....	\$1,497.47

The Agricultural Education Department

JOHN P. BURGESS, State A. and M. College, Orangeburg, S. C., Director

B. L. PERRY, Florida A. and M. College, Acting Chairman

The department of Agricultural Education of the National Association of Teachers in Colored Schools, met in the lecture room of the Agricultural building, Thursday at 2:00 p. m. as per schedule.

In the absence of the director of the department, Mr. John P. Burgess, Dean B. L. Perry acted as chairman of the group. Mr. L. S. Molette was presented to the group and delivered an address on "The National Association of Teachers in Colored Schools and What It Might Contribute to the Negro Youth of America from a Vocational Standpoint."

INTRODUCTION

Mr. Molette said that 56% of the colored population is rural, 39% of this group own their land, and that at least 93% of the rural schools are one and two teacher schools; therefore, agriculture is of vital interest and should have a very prominent place in the teaching program.

A general discussion followed the address, led by Mr. Perry.

OFFICERS

The following officers were elected for next year: Chairman, Dean B. L. Perry, Florida A. and M. College, Tallahassee, Florida.

Secretary and Treasurer, L. S. Molette, Georgia Normal & Industrial School, Albany, Ga.

Chairman of the Program Committee, L. A. Marshall, Princess Anne, Maryland.

FEES

The group agreed to pay 50c a year to take care of operating expenses.

RECOMMENDATIONS

The committee on recommendations wish to recommend that a representative from the Agricultural Education Department of The National Association of Teachers in Colored Schools, be placed on program to appear before the general delegate assembly.

"The National Association of Teachers in Colored Schools and What it Might Contribute to the Negro Youth of America from the Vocational Standpoint"

By L. S. MOLETTE, Director Agricultural Dept., Georgia Normal and Agricultural College, Albany, Ga.

I assume that the committee who assigned me this subject was interested in the Association making a contribution to the Negro Youth of America that might be called fundamental and dynamic. And with this in mind I shall proceed to discuss the subject briefly.

The National Association of Teachers in Colored schools is in a position to give National intelligence to, and to bring local and National pressure to bear on, the subject of Vocational education and Vocational opportunities for the Negro Youth of America. This can be done by the National organization in a way that it might not be expedient for a local or even a state Association to attempt.

What the Negro youth of America wants is an opportunity to study the vocations, and a fair chance to put into practice what he has learned. Since most of the Negro youth of America live in a bi-racial social order, and a bi-racial educational set up, it is all the more important and necessary that the National Association of Teachers in Colored Schools become interested in making a contribution to the Negro youth of America in the Vocational field.

Since all that the Negro youth of America is asking for is a reasonable chance to study the vocations, and a fair opportunity to work, I simply want to raise a few questions:

I.

The National Association of Teachers in Colored Schools, through its various departments and planning committees, may become more intelligent, about State and National legislation providing opportunities for the youth of America to be taught the vocations, and which provide opportunities for work. We ought to know about the following legislations, and we ought to know whether the Negro youth of America is receiving the opportunities provided by this legislation; "THE SMITH LEVER ACT" approved May 8, 1914. "THE VOCATIONAL REHABILITATION ACT" approved June 2, 1920, and amended in 1924. "THE CLARK-McNARY ACT" approved Jan. 7, 1924. "CAPPER-KETCHAM ACT" approved May 22, 1928. "THE SMITH-HUGHES ACT" approved Feb. 23, 1917. "THE GEORGE ELLZEY ACT" approved May 21, 1934.

II.

According to bulletin 1933, No. 15 issued by the United State Office of Education, under the Smith-Lever act and subsequent legislation more than 20 millions of dollars are spent annually in Agricultural Extension work. And under the Smith-Hughes act and subsequent legislation more than 30 millions of dollars are spent annually in providing the youth of America opportunities to study the vocations. More than 50 millions of dollars are being spent annually in the field of the vocations.

I wish to ask the National Association of Teachers in Colored Schools this question, how much money is being spent annually in the several states to provide opportunities for the Negro youth of America to study the vocations, and to work? An answer to this question would be a great contribution. Does the amount which is being spent annually approach a fair population ratio in the several states? An answer to this question would be an even greater contribution to

the Negro youth of America from a vocational standpoint.

How much information has been assembled on these questions by the National Association, and how much of it has been sent to the proper local, state, and national officials? How much worthwhile public opinion have we created in an effort to get a larger share of these vocational opportunities for the Negro youth of America?

Finally, the facts which would answer these questions may be obtained from the state department of education, and the United States Office of Education, and from other sources. And it seems to me that the most outstanding contribution that the National Association of Teachers in Colored Schools could make at this time to the Negro youth of America from a vocational standpoint would be to collect these facts, in answer to the above questions, and build favorable public opinion, for the cause of giving the Negro youth of America a more adequate opportunity to study the vocations, and to have a fair chance to put into practice what he may learn from this study.

Department of Elementary Education

EVA C. MITCHELL, Hampton Institute, Hampton, Virginia, Director
LILLIAN R. DAWSON, Florida A. and M. College, Tallahassee, Fla., Chairman

The Elementary Department opened its second meeting of the Conference at 2:00 P. M., August 1, with Miss Lillian Dawson presiding. Two rather stimulating papers were presented by Miss Edith A. Lyons, Administrative Principal of the Morgan-Wilson School, Washington, D. C., on the subject: "The Possibilities of an Activity Program in Large-Sized Classes," and by W. M. Hubbard, President of State Teachers and Agricultural College, Forsyth, Georgia, on the subject: "Georgia's New Approach to Rural Education and Community Development."

Miss Lyons' discussion was particularly instructive because of the large amount of material relative to her subject—placed on display. Mr. Hubbard set forth the educational handicaps in Georgia because of poorly

prepared teachers, lack of modern buildings, etc.

At the close of the discussion the house went into nomination and election of officers for another year. Mr. Hubbard occupied the chair during the election period. Miss Lillian Dawson was named as Director of the Division for 1936, but graciously suggested that Miss Mitchell, the past director, should be re-elected for next year. On motion of a member of the group, Miss Dawson's nomination as Chairman was placed and she was duly elected by the group—Director of the Elementary Department for 1936.

At the close, Miss Dawson resumed the chair and after making a statement of the accomplishments of the Department during the Conference, the meeting was announced adjourned.

What the Elementary School May Contribute

EULA L. GILBERT, Director Student Teaching, State Teachers College, Montgomery, Ala.

What the Elementary School may Contribute Towards the Creation, Development and Proper Use of Diversified Vocational Opportunities is particularly our concern. And because so little has been done in the elementary school along this line, I shall merely attempt to give the setting of the elementary school and suggest some ways by which the elementary school may contribute something very definite in pre-vocational education and guidance. Vocational opportunity in the elementary schools is a new project and affords much opportunity for us as elementary school teachers for recognition of problems and outlining of

some definite recommendations for our group.

In trying to determine the place of the elementary school in the creation, development and proper use of diversified vocational opportunities, it is necessary to outline briefly the general characteristics of the elementary school. Lull in his "Principles of Elementary Education" places the kindergarten as the first logical step of the public elementary school with its function of social adaptation in the transition stage from the exclusive home environment to the home-school-community environment. This short period teaches the child to cooperate with a group, and de-

velop habits and skills upon which the first grade teacher must build.

The child is better prepared to live happily, because of his experiences, in the first grade. The curriculum of the kindergarten provides purposes, ideas and activities about which children may think and plan. The first purposes, then, of the primary level are to develop the child's reading vocabulary, to initiate and develop the writing vocabulary and to carry all of these vocabularies and skills forward to the point of successful achievement on entering the fourth grade.

The attitude of the public towards the intermediate level has been that the work on the primary level was most important and a higher type of teacher is needed on that level. But today there is a trend towards setting up the importance of the elementary level as an ideal place to do some effective work in meeting vocational opportunities.

While there are divisions of the elementary school, the general principles are the same for all grades of the elementary school. For the elementary school is engaged in the education of the masses. And whatever else is undertaken it must put the children in possession of the elementary techniques of civilization—listening, reading, speaking, using numbers, manipulation of materials, etc. Along with these techniques, the elementary school undertakes to develop a normal group of children, normal in the social relationship and with normally healthy bodies and minds. Here, then, comes one of the greatest opportunities to aid in the developing and using diversified vocational opportunities through guidance of these privileges.

The elementary school has given little help in solving vocational problems because the average teacher progressed in an orderly way through the elementary school, secondary and college. At no point has she come in contact with the world of vocation. The point of view of the average teacher towards work of the classroom is out of harmony with the guidance purpose. The teacher is the prerequisite of success in vocational guidance and with a group of teachers well prepared in their subjects, with sufficient experience to be acquainted with the developing of the vocational world, and an appreciation of the problem of guidance much may be expected from the teaching of the traditional subjects.

The youth must not only be trained for their life work, but they must be guided in their choice. The elementary grade teacher must be taught to detect the signs of budding talent, to awaken the child to self knowledge concerning his own special powers and to point the way towards the exercise of those powers for his future livelihood. The school not only trains, it must direct. Its purpose is to show teachers of the elementary grades how they may utilize one of the greatest driving forces of the world in the daily works of their classroom. The teacher has the child under daily observation and comes to understand him better than his parents and may easily vitalize teaching through the use of this knowledge.

The vocational impulse no longer comes of itself as it once did; neither the home or church is so likely to develop it as the school. Children are interested in life activities as evidenced by the children who stop play to watch a worker perform his task. Here the teacher who knows his psychology may use this opportunity to make them feel that the daily task is related to life activities.

Every field of activity represented in school should meet completely its responsibility by providing experiences that will enable the youth to think successfully. Problem solving experiences are essential in training pupils to meet life situations after school. Our elementary schools must cease to be factories and become aware of cultural, economic and social trends made necessary by complexities of society. In these days every subject asking a place in public schools must have some contribution to life's value. Textbooks must be reorganized to give the proper interaction between the individual and the environment. The free play approach of the primary level will afford opportunity for a beginning of vocational guidance.

The recognition of individual differences; the change of textbooks and preparation of teacher involve many problems—a few of which we shall note. The first problem should be the change from traditional type of curriculum to organized units of subject matter. The core of this curriculum is composed of fused elements of geography, nature study, history, health and adapted to the child's needs and interests. The elementary curriculum has quadrupled the amount of subject matter since 1890 and increased its techniques; but made very little change in integration of subject matter either within the individual subjects or between them. Subjects are still taught as such and topics learned in relative isolation. The curriculum must be reorganized to carry out the objectives of social efficiency that emphasize social relationship in the home, school and community life; play-life activities that include music, art, literature, dramatics, economic efficiency and efficiency in the fundamental processes. The objectives are necessarily carried out if we would create a proper environment for vocational opportunities in our elementary schools.

With these facts giving an apperceptive background, let us see what place vocational guidance has in elementary education. Vocational guidance is concerned with helping people choose, prepare for, enter into and make progress in occupation. The guidance must be both practical and idealistic and continued long enough to be based on accurate knowledge of the child, aimed at broadening his opportunities and free from classification and prescription.

The present day demand for vocational guidance comes as a result of the complexities of industrial society and minute sub-divisions of the old trades. The idea underlying it is not primarily to find jobs for the young, but rather to provide parent and pupil with information as to the demands and opportunities in different life careers and the best means of preparing for

and entering them. The real purpose is to sort out capacities and adaptabilities; to prolong preparation in school and to steer young people away from vocations for which they have no natural aptitude.

For the great masses of men, life is organized around work and for this reason every child should have adequate vocational guidance. The love that children have for playing occupations, the interest shown by pupils in those studies which they think practical and the activity manifested by children in making things, all indicate that if the adolescent boy and girl can be induced to select from five to ten occupations for consideration and study, their work can be made to improve, their interest in observing life about them increased and their moral purpose deepened.

Future life duties, possible activities of citizenship, moral and spiritual responsibilities, which still seem remote and hypothetical to the young mind—at least as far as the current modes of presenting these duties go—seem vague beside the effectiveness of the vocational appeal.

Vocational guidance inculcates ideals of citizenship. Not only should the pupil be shown economic value to the community in the kind of work he is considering, but he should also see how dependent he and his business will be upon good government, just tax, equal opportunity through law and civic affairs. There can be no true success in vocational education without sound morals, without teacher recognition of individual differences and without unified curriculum. Jessie B. Davis in his book gives a case of a boy who had all the mental and physical qualifications for a certain occupation, but failed because of an uncontrollable temper. Every counselor of vocational guidance programs knows that certain qualities, such as kindness, courtesy, and willingness to be of service are indispensable.

The wise settlement of the question of vocation sets free other life interests which help in a well rounded development and the elementary school may serve well as a factor in development. A familiar term in our educational system is that of "Educational Guidance" and much effort has been made to fit it into the elementary level but traditional public opinion has been an obstacle in its progress. Most educational guidance is also vocational guidance. When it bears on social, civic, recreational and moral affairs and indirectly on occupations, it cannot be called vocational guidance but educational guidance or pre-vocational guidance.

Puffer in his book "Vocational Guidance" says that all training is originally vocational and that motives of life careers should be brought into play as early as possible. Participation in occupations of their elders is to enlist some of their most vivid experiences on the teaching side. It helps the child reflect on the use to which his growing knowledge is to be put. Guidance should begin early and continue becoming more precise as the child exhibits more special talent. The elementary school is often regarded as a place where

the child becomes acquainted with the various fields of knowledge. Any field of knowledge may be said to bear close relationship to the vocations. A pupil, proficient in mathematics, may be led to some field of engineering which is based on mathematics. But guidance is necessary if the pupil learns to see life interests in his daily assignments.

The principles underlying vocational guidance should be clearly understood by the elementary school teacher so that she recognizes the goals towards which she moves. These principles are:

1. Choosing one's life work is a serious matter and should not be left to blind chance.
2. No observer of present conditions believes that young people readily find themselves in our complex world of sub-divided labor and specialized pursuits and increasing efficiency.
3. School impressions of the working world and contact with it are very different.
4. No one can judge the merits or drawbacks of an occupation by hearsay, tradition or casual inspection.
5. General interest in environment and a thorough investigation of its various aspects yield different results.
6. A need for expert inquiry to bring to light vital facts in an occupation as it bears on health, personal development and economic well-being.
7. Never before in the world's history have children decided momentous decisions of life.
8. Never before has there been such need for a constructive policy to make up to children what an industrial age has taken from them.

While these principles are on the High School level—as most authoritative material on this subject is—they may well serve as criteria for what we may do in the elementary level along the line of creating vocational opportunities. Vocational guidance offers the school its best opportunity to help pupils perform better those activities that they are going to perform any way. The necessity of integrating vocational information in the elementary school becomes a problem because if it is worthy of a place in the elementary school program, it must involve values to society as well as to the individual. It must not be thought of merely as training to increase earning capacity. We must attempt through the agency of our public school to help pupils adjust themselves from one state of living to another. For the elementary school child, this task takes the form of preparing for some definite activity as well as those tangible values known as culture, citizenship and character training.

To the question as to when vocational information should be given, I would say at the beginning of the elementary level—kindergarten if there is one. Here we have opportunity for introduction and beginnings of appreciation for familiar occupations through storytelling, dramatization, picture presentation and illustration of handwork with kindergarten material.

This gives background for making supplementary

material for reading projects, excursions, etc., in the first grade. Booklets made by the second grade, paper cutting, clay modelling and interesting discussions growing out of this work may develop lasting impressions. (From projects using clay modelling).

Group occupations under functional headings as food clothing, shelter and public service may involve much interesting project work, excursions and individual facts. These are familiar to the child and to help him understand sources of raw materials, to assist in visualizing the processes by which raw materials are changed into commercial products, to help him understand how raw materials are transported from farm or mine to the manufacturing centers and then distributed to those who need them, and to stimulate an appreciation of vocations is the problem of industrial education in the elementary school.

This type of activity may start with the third grade and a project on "food" production, transportation, will make special appeal to the fourth grade child because it is at this level that he develops more independence and is able to find materials to fit his experiences. (To trace the history of his breakfast may involve geography, reading, English, spelling and art activities).

In the fifth grade, we have the beginning of social interdependence. We may follow up the study of foods with that of clothing which involves the making of clothes, buying and selling phase of clothing industry and all phases of the textile industry. There is opportunity here to teach pupils to avoid occupations where they may be exploited, and to note merits and drawbacks of occupations.

The sixth grade may deal with a unit on building of trades with emphasis upon qualifications of workers in occupation, character of work, opportunities for promotion. Simple exercises in methods of applying for positions value of such qualities as neatness, loyalty, promptness in holding position may be given. The adolescent boy would enjoy and remain in school longer if more of this type of correlated subject matter and life activities was given at this level. These are just a few of the topics that may be integrated into the traditional subject matter for the development and use of vocational opportunities in the elementary school.

The next question of importance is how to impart this information in the elementary grades? It must in the first place be correlated with the other school subjects. On the primary level, it may be done through reading, and handicraft; while on the intermediate level reading, handicraft, geography, history, arithmetic, hygiene as well as the elementary phases of manual and household arts may be used. In civics and history, the child learns how government was made and conducted and what it expects of a good citizen. Pre-vocational guidance at this level is necessary if we carry out the function of the school—"to train for social efficiency."

The second means of imparting information to pupils

in the elementary grades is that of using carefully selected supplementary reading material. This necessitates a well prepared, wide awake teacher and a good library.

The third means is through the use of projects; as store keeping, house building, farming, and letter carrying. The motor activity and the appeal to the play instinct both aid materially here.

Excursions also, play an important part, especially in the effort to fill the gaps between the community life and the school. Steps of learning are impression, and necessary knowledge facts and this means gives opportunity for expression through reports and discussions.

Visual education is looked upon as having an essential place in elementary education, hence occupational films and pictures give much information about occupations that may not be gotten otherwise. (Use of stereoscope or Compton's "Picture Teaching Unit Material").

The large use of material products center very conventionally for reclassification around the needs of man for six kinds of service which are food, clothing, shelter, utensils, records for transmitting experiences and tools and machines. The subject matter for making up such an organization is found in the answer to two questions: What are the changes made in materials which increase their value to make them more useful in meeting the needs of life, (2) what are the problems relating to these which concern us as consumers and citizens. Teacher recognition of answers to these questions will determine largely the success in the creation and use of vocational opportunities.

Another question that arises is, does not such teaching require departmental work? Is it not necessary to have a teacher so well trained in manipulation and the art side of the subject that she can not teach adequately the subjects of the elementary grades? To this question, I would say that while the teacher should be trained to know social and economic aspects of the subject; she does not have to be a specialist to do work in pre-vocational guidance in the elementary school. The subject should have its true allotment in the curriculum as the three R's and may be taught by the same teacher. The important thing is that the subject of vocational guidance touches all others and should be the unifying force in the curriculum.

The study of industries in the Elementary school not only harmonizes with the objective of education, but is essential to the realization of this objective, provided the study is conducted so that it results in desirable changes in behavior. Occupational information in the elementary school should fit around agriculture and manufacturing; for interests in professional and public services may well be left until the High School level is reached. The period between ten and fifteen years is rather a critical period for it is at this time that native qualities are revealed with distinctness and when life interests are born. The upper elementary grades—fifth through eighth grades—form

the place of strategic importance. When the school bridges the gap which the apprenticeship system well filled in early history, it will no longer be true that only one-fourth of the boys who leave school before the end of the grammar course will find a steady employment or that out of 12,500,000 persons engaged in agriculture in the United States only one per cent had any opportunity for training or out of 14,250,000 engaged in manufacturing and mechanical pursuits, not one per cent had adequate training. Puffer in his book, "Vocational Efficiency", says that the Negro boy of the South who enters an industrial school has a better opportunity for a sound practical education that shall help him become a good citizen of his community than the child who comes up through the public school system. An indictment of our public school system that is true and must be met by us as elementary school teachers.

Vocational guidance, as such, may not be so effective on the elementary level but it affords a wonderful opportunity for pre-vocational training. The six year period is sufficient for the accomplishment of aims and functions of the elementary school; it is also the best place for working plans for effective vocational guidance. Here the teacher has opportunity to discover interests, aptitudes and abilities which will enrich the ordinary elementary experiences. This does not mean that vocational training is given in the elementary grades; for at this level only opportunity for gaining information about different vocations is given. This affords opportunity for the elementary pupils to go out equipped with basic training in all fields of life activity as well as the elementary phases of training in the fundamental "tool subject".

Vocational Education makes it possible to reduce work and make culture possible. Dewey says to find out what one is fitted to do and to secure the opportunity to do it is the key to happiness. America believes that education at public expense is the birth-right of all children in a nation founded on the principle of Democracy. Modern education, then, must include among its goals not only adjustment to environment, but includes control of environment. The former is static and teaches what to think; the other is dynamic and teaches the youth how to think.

The elementary school curriculum of today must include selected experiences of the past in order that the youth may understand the working principle underlying society. With proper training these knowledge facts form working tools by which the well trained individual can organize and direct changes in

his environment. Until recently, childhood has been forced to suffer too much for requirement of learning of experiences of past generations. To give the child today the greatest opportunities, he must be taught to solve problems for himself through the use of tools and experiences given him.

It should be the purpose of those responsible for public education to give the children all opportunities possible to understand present conditions and their future relationship to these conditions. The trend in educational endeavor today is to teach the pupils to see and to serve, to live more abundantly by sharing life.

To give the pupils of elementary grades opportunity for pre-vocational guidance means to give opportunity to do things with their heads together, to hammer nails, build playhouses, dig gardens, make pictures to gain poise and flexibility in these experiences. It must be understood, however, that the study of industries has for its purpose general education. It does not aim to make carpenters or farmers any more than the study of art or music in the elementary school aims to make artists or musicians. It seeks to give an understanding and an appreciation of the most essential thing involved in work done by a large number of people. Work out of which rise many social, economic and political problems. The product sought is more complete development of individual, better citizens and more intelligent consumers.

For the creation, development and proper use of diversified vocational opportunities in the elementary school, there must be a recognition of the necessity of vocational guidance in the elementary grades, recognition of the necessity of a unified curriculum instead of traditional subject matter; changed methods that will recognize and fill the gap between the school and life situations; better prepared teachers who not only know subject matter but the child, and opportunity for Teacher Training Institutions to send out more efficient teachers by placing in their curriculum courses in Vocational Education and guidance.

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What Should Be Done in the Elementary Schools About the Present Situation as Regards the Negro

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Much has been said about the present situation as regards the Negro. Doubtless much more has been thought about it. Many thoughtful but inarticulate people have wondered where we are, where we can

go from here, and how we can get there. These times have given many of us a shakeup from the complacency with which we as parents, teachers, and even society in general accepted the fact that children

are to be trained to make a living. We still know they need to know how to make a living but we are questioning if making a living is all there is to living and we are wondering just what making a living will consist of, for the generation now coming on. This association has certainly struck one of the main springs of help for the present situation when it adopts as its general theme: Education of the Negro for the *Creation, Development and Proper Use of Diversified Vocational Opportunities*. Scarcity of these opportunities and poor use of the available ones certainly form a definite part of the present situation.

Let us look at the Negro in the present situation. We see that the ten millions of Negroes are distributed in rural areas and also urban centers with over 50% of the population, rural. The rural and urban problems are caused by the same fundamental things—economic dependence, racial prejudice against us, disfranchisement, partly outgrowth of a certain lack of stamina of character of our masses. Some of the ways these fundamental things manifest themselves in the two groups are, however, different.

The rural masses are facing the problems presented by the tenant system of the South. Machines are replacing human labor in some cases. Federal regulation of the amount of "moneycrops" of the South to be grown per farm is causing new problems. The other evils are backed by a political South which will allow nothing tending to effect independence of the masses of day laborers and tenants. The urban group faces unemployment caused by the general wave of unemployment and also by discrimination against it by organized and unorganized labor. Many are being thus forced to accept a devitalizing direct relief instead of relief work.

Such is the situation of the Negro in relation to others. What about the Negro himself? What have the times done to him?—to the actual man, the Negro? Does the average Negro of the masses resent being pauperized or does he welcome it? Does he clamor for independence or does he still enjoy the deceptive protection offered by the sheltering wing of the other race? Are the masses restless for an independent manhood which sustains *itself* and tackles the times with manliness? Are the masses restless for the ballot or are they still sleeping to the possibility of their power? If the franchise were suddenly given, what would the masses do with it? Would they use it wisely to tackle their problems or would they re-enact reconstruction days? As we answer these questions in our minds with negative results, we get the essence of what I mean when I say the masses are lacking in a certain stamina of character.

Now comes the very difficult question: What should be done in the elementary schools about this situation? Some, there are who will say right off, "There is a little if anything the elementary schools can do about this." I think, however, when we say this we

forget what has been done in elementary schools to train the public mind. Much of the situation of Germany with imperialistic ideals was done through the schools. Communism perpetuates itself through elementary school training. Such programs require teachers thoroughly cognizant and wholly dedicated to the aims of the program. If we, as teachers, realize what we need and want it whole-heartedly, the elementary school furnishes an excellent place to begin working for the need.

The former speaker has talked on "What the Elementary Schools May Contribute toward the Creation, Development, and Proper Use of Diversified Vocational Opportunities". What they can do along this line is certainly a part of what should be done about the present situation. I feel that there are other contributions the elementary schools should make. I shall discuss them under three headings: Conscious and very definite effort should be made to develop certain character traits we find lacking in our adult masses today; we should inform and interest children in the use and value of the ballot and the governmental set-up in general; we should give children an opportunity and incentive to become interested in "hobbies" which may later help them to spend the leisure time inevitably to be on their hands as they become men and women.

I. Conscious and very Definite Effort Should Be Made to Develop Certain Traits of Character.

As a race we are quite anxious that our children study the same textbooks and subjects that other children do. We seem to forget that our boys and girls early in life realize that things are not the same for them as the other boys and girls who are studying these same things. From childhood through manhood our masses are constantly deprived of certain "inalienable rights"; they are constantly disappointed at the cruelties of "civilization". In our curricula we make no allowance for this lack—either in supplying the deficiency or in overcoming the weakness bound to be created.

I do not advocate using different curricula or different textbooks from those used by other boys and girls but I do advocate and urge using the same subject matter and working for character development.

Some of the aims to work for in character development are self respect, thrift, reliability, thoroughness, straight thinking and common decency. Children in the elementary school are at an age to be easily impressed by lessons in self respect and thrift. Projects built around the regular subject matter, by skillful guidance of the teacher can give lessons in self respect and thrift. Arithmetic, social studies, and language dramatizations can certainly be worked out so as to give desired lessons. Reliability is one of the traits so sorely lacking among the adults of our race. In our schools, units of work or projects using the regular subject matter but requiring reliability and

thoroughness to work, should be given and attention of teachers and class, also credit be given for the reliability and thoroughness exhibited. Promptness on all occasions and devotion to duties serve as avenues through which character traits may be developed. Exercises similar to some of the now existing tests may be modified to train children in straight thinking. An enthusiastic teacher can work up a joy in the children as they find themselves able to follow ideas logically. The trait of common decency may be developed as the others—by using the regular subject matter. It may be better developed by training in social activities through specific lessons and also actual social events, outings, hikes, trips, etc., in which children can exercise courtesy, the social amenities and even the subtle-just-plain-decency. We may consider most of the character development rather subtle and intangible to try to handle. As I analyze our racial situation and other racial ones it seems to be the subtleties which create the situations. If we would handle the thing itself we must give attention to the subtleties.

11. We Should Inform and Interest Children in the Use and Value of the Ballot.

I feel that the franchise is one thing we need to help us as a race now, more than any other one thing. I feel that a definite campaign in all the Elementary Schools of the country with an adopted slogan concerning the ballot will bear fruit in the generation to come. The governmental set up should be explained so the children may understand it. There will be constant instances right in the environs to demonstrate what the ballot can do or cause not to be done. Voting set-ups may be planned for in elementary schools and much interest created. If they are carried right along as some of the actual voting of the vicinity are being conducted and some of the same issues discussed much more interest can be created. Many of the regular subjects can be worked in to give their share to such an undertaking. It is certain that ele-

mentary schools should do something to wake up our masses to their voting power whenever it has the chance to use it.

III. We should give children an opportunity and incentive to become interested in "hobbies" which may some day help them to spend their leisure time wisely.

Through art and nature study courses, opening exercises and extra-curricular activities teachers should expose the children to enough of a variety of interesting things that they may find something to do research, special collecting, actual problem working or special study in. Some suggestions for such leads follow:

I. *Collecting*

Rocks.
Insects.
Leaves.
Kinds of plants.
Scrap book making.

II. *Research.*

History of things of environment.
Classification of things.
Lists of certain kinds of data.
Biographies.

III. *Problems.*

Rainfall of territory.
Weather conditions over periods of time.
Types of soil of environment.

Children exposed to interesting and enthusiastic introduction to such topics may develop interests which some day will enrich their lives and others and help them to spend their leisure time.

To summarize: The elementary schools should do something about the situation the Negro finds himself in today by working for character development, interest in and wise use of the ballot, and furnishing opportunities for children to develop interests capable of helping them spend their leisure time wisely.

The Activity School in Large Size Classes

EDITH A. LYONS, Administrative Principal, Morgan-Wilson School, Washington, D. C.

May I present to you the rather homely philosophy of the teaching staff of a large public school in a representative city in this country. This philosophy is the result of the patient honest striving of all the members of the faculty to keep ever before them a vision, clear and unsullied, of the ideals that should form the basis of the good life for the child.

Philosophy of Our School

We believe that the school should assume the major responsibility in securing the very best physical and mental health for boys and girls.

We believe also that each child should be given ample opportunity to develop his individual personality and the creative side of his nature.

We believe, however, that each child should develop a social consciousness and a tolerant and sympathetic understanding of people and forces with which he comes in contact, also that each child should develop a keen appreciation for interdependence of all people and the dependence of man upon nature.

I now wish to present the basic philosophy of the Character Education Experiment in Washington, D. C. This philosophy came as the result of the group thinking of some of the foremost educators in this country, at a seminar on Character Education held in Washington in the summer of 1934.

Philosophy of Character Education Experiment

The aim of character education is to develop in each

child the desire and power to make the right choice in any conduct situation.

Character education emphasizes the fact that the whole personality of the child is included in the field of education—intellectual, esthetic, physical, social, and moral; that the development of social and moral qualities is of importance equal or superior to the acquisition of information; and that the school must take cognizance of extra-school life and living conditions of the child. Promotion and graduation, as well as the organization of the curriculum and the school, must logically follow these lines of emphasis.

We note that the underlying theme of the philosophy in each instance has been the development of the entire personality of each child according to his interests and abilities, and for the greatest benefit to himself and to society. As a result of a study of these philosophies we feel that the activity school aims primarily at the growth and development of children. It starts with the child as he is. It considers his interest, his needs and capacities. It respects the individuality of the child as a priceless asset which needs not repression or elimination, but unfoldment and development. It gives freedom from unnatural and unnecessary restraint. It aims to teach children to use freedom effectively with due regard to the normal checks which life itself imposes. It attempts to build upon the nature, the experience and the needs of boys and girls. It uses such subject matter and such standards as contribute definitely to child growth. It is of necessity dominated by informality. It encourages natural activity, initiative, self direction, self control, self judgment, self mastery. It attempts to establish in the school room and on the playground normal social activities and encourages helpful intercourse and communication on very much as these relationships function in real life. It aims at normal friendly helpful cooperative relations in natural life situations. It attempts to keep the whole child alive and at work at worth while enterprises. It seeks to provide situations in which the child acquires the knowledge, the skills, the habits, the appreciation and methods of work he needs in the furtherance of his growth and of his education. It seeks to provide the setting in which these ends are attained naturally and in relation to their use in worth while enterprises which are child like and, therefore, interesting and profitable here and now. It attempts to find the conditions under which study and learning take place naturally. It focuses the attention of children on doing under conditions which make learning a necessary and inevitable result. It puts a premium on thinking, on self judgment, on self criticism and on the evaluation of one's contribution to the good of the group with which one works as well as to one's own satisfaction. By all these aims and the procedures they require it seeks to fit the child to live now in a dy-

namic, changing social order and through it to prepare him to live effectively in such a social order at any later period.

With such aims and objectives it is obvious that the criteria of success must be quite different and quite other than those which have commonly been used in judging the outcome of the traditional or stalwart school and its work. We have too long been content to judge success in terms of the acquirement of the knowledge and of a few fundamental skills. It is not strange that there is at present a dearth of reliable measures for the more imponderable but much more significant values at which the activity school primarily aims. We need much more exact measures for such things as capacity for creative self-expression; growth in capacity for wise use of freedom, improvement in social helpfulness; development in ability to plan, to execute, and to judge one's own accomplishments; improvement in ability to think clearly and to the point; growth in the whole group of character qualities which constitute so large a part of real education. We have faith to believe that our need will be met. The most valuable achievements are those gains in habits of work; in capacity to cooperate with others; in ability to live with others in natural harmony and in the spirit of helpfulness; in the perfecting of all those fundamental character traits which make for good citizenship.

What of the teacher in the activity school? Mrs. Franklin D. Roosevelt, speaking before a regional conference of the Progressive Education Association in 1934 said, "We talk a great deal about the curricula of schools but I believe that it is more important that the teacher be a person—a real personality, than that the curriculum be exactly perfect according to certain ideas."

I, also, believe it is more important that the teacher be a person thoroughly imbued with the philosophy of the school and so challenged by the situation that she is willing to give her best for the highest development of the children; that she is willing to create for her children a real life situation in which all participating members engage in activities as cooperative ventures. This teacher's experience will be rich and vital and her knowledge of her work will be consistently developmental.

Summary of Findings of Physical Examinations

Pre-School Examinations	26
Kindergarten Children Examined	61
First Grade Children Examined	111
Children in Character Education Experiment Examined	179
Total	377
Dental Treatments for the Year	30
Teeth Cleaned—Approximate Number	750
Tonsil Operations	2

X-Ray Examinations	16
Secured Glasses	7

The following defects were found as the result of the examination of children in the Character Education Experiment:

Types of Physical Defects

Carious teeth	23
*Tonsils	42
Adenoids	4
Mouth-breathers	3
X-ray of chest	16
Eye-strain	21
Dicharge from ear	7
Malnutrition	19
Speech impediment	1
Skin disease	11
X-ray of heart	4

*In most cases immediate removal of tonsils was not recommended. In only three instances was it thought desirable that an immediate removal be effected.

Follow Up

Presence of parents at examination.

Referring of parents unable to pay for treatment to free clinics.

Sending of blanks to parents as a reminder of defects.

Recommendation of most pressing cases to school doctors for treatment.

Services were given by a number of physicians.

General Recommendations:

1. Thorough examination of each child at beginning of next school year.
2. Assignment of one day a week at least at dental clinic for children of Morgan School.
3. Assignment of nurse to follow up cases requiring immediate attention.

ANECDOTES

One of the most important phases of this work in Character Education or in the activity school movement is the keeping of adequate records of behavior of our students. The reported anecdotes are a means of supplementing our cumulative record card by giving a picture of the student as he reacts to his environment and program. Anecdotes collected from all sources should give us the outstanding characteristics of each pupil, his strengths as well as his weaknesses. Before recording anecdotes each teacher should study the outcomes and objectives set up for our program, should think through these outcomes in terms of his own subject and decide for himself what kinds of behavior will be significant of pupil growth or maladjustment.

Underlying Principles

1. Each pupil should be looked upon as an individual whose behavior pattern may be quite different from that of other children. Hence important facts

about the personality of the pupils should be recorded.

2. Growth feeds upon success. The teacher has a responsibility for aiding each pupil in the achievement of success and should report significant anecdotes showing the pupil's success.

3. Growth also feeds upon attention to weaknesses. While the teacher should record anecdotes significant to weakness, there should be no feeling on the part of the student that the teacher is keeping a "black book" in which all misdeeds are recorded.

4. Behavior record sheets should be kept confidential: discussion of them between teacher and pupil, between teachers themselves, between teacher and counselor and with officials must be professional and formal lest our whole program degenerate into that worst of all sins, gossiping about pupils.

Directions for Recording Anecdotes:

1. Anecdotes should be recorded frequently in order that a sufficient number may be secured to picture student behavior. It is suggested that the teacher look over his class roll daily and write out the significant incidents that have occurred during the day. If possible, all anecdotes should be reported on the day of observation.

2. Anecdotes should be recorded in sufficient detail to make the import quite clear to the reader.

3. Anecdotes of an intimate or personal nature are to be recorded with full understanding that in all cases where records are used the teacher will be protected against the feeling that he is disclosing confidences. These records are privileged, and will be treated with the same professional safeguards that are given to medical records.

Group Report:

1. *Principles.* The purpose of this report is to give a picture of the significant work being done by student organization, significant, that is, of character growth. The same general principles apply here that apply to the individual report. Before reporting anecdotes, however, the teacher will need to study with the group the purposes of the organization, its program, in relation to the outcomes of our character education program. The more consciously the group sees its program in relation to individual and group development, the more effective will its work become.

2. *Directions for Reporting.* The same directions for reporting as those set up for individual report will be observed, i. e., monthly reports to the counselor. Reports will be due on the last Friday of each month.

From the foregoing statements it is clear how anecdotes may be symptoms that are significant in diagnosing individual needs of educational treatment.

PART IV

Activities that make it possible to transfer program into actual class room practice:

THOMAS P. MORGAN SCHOOL—E. A. LYONS, Principal.

<i>Name of Club</i>	<i>Enrollment</i>	<i>Activity Engaged in by Club</i>	<i>Possible Character Training Values</i>
JUNIOR RED CROSS CLUB	25	<p>Compiled a portfolio of interesting school activities for a group of school children in Switzerland.</p> <p>Sent flowers and other expressions of sympathy to sick friends and bereaved families.</p> <p>Rendered help to parents, old people, teachers, animals, playmates. Sends messages of cheer to veterans Tuskegee Hospital. Visited Children's and Freedmen's Hospital at Christmas time and took gifts to patients.</p> <p>Saved money and bought candy to fill Christmas stockings. Brought fruit for baskets for the sick. Began saving money for a subscription for a magazine to be sent to the veterans at Tuskegee Hospital.</p> <p>Showed humane spirit to animals.</p> <ol style="list-style-type: none"> 1. Made bird houses. 2. Fed birds in winter. 3. Helped animals across the street. 	<p>Establishment of friendly relationships with children of other nations.</p> <p>Development of feeling of sympathy.</p> <p>Development of spirit of service, especially to the unfortunate.</p> <p>Development of willingness to deny self to bring happiness to others.</p> <p>Development of spirit of kindness.</p>
SCIENCE CLUB	110	<p><i>Older boys Science Club:</i></p> <p>Went on excursion to Bureau of Fisheries and Museum. Took trips around school community.</p> <p>Organized clean up drives for school community.</p> <p>Presentation by group of members interested in special activities.</p> <p>Presentation of student from Howard University who talked on radio broadcast.</p> <p>Pupils have been exposed to any experiences as a means of knowing themselves or "self-discovery" interests.</p> <p>Among their activities are the following:</p> <ol style="list-style-type: none"> 1. Caring for pets. 2. Caring for an aquarium. 3. Taking excursions. 4. Reporting to club interesting experiences. 5. Growing sweet-potato vines. 6. Making bird houses. 8. Feeding birds. 9. Planting a small vegetable garden (at home). 10. Observing stars and reporting to club. 11. Collecting and identifying stones, shells, etc. <p><i>Smaller children's Science Club</i></p> <p>Went on excursions.</p> <p>Experimented with plants, bulbs and seeds under various conditions.</p>	<p>Stimulation of worth while use of leisure time. Development of wider fields of interest.</p> <p>Ability of boys to organize, initiate and work out projects successfully.</p> <p>Appreciation developed for accomplishment of others.</p> <p>Development of feeling of cooperation.</p> <p>Ability to work with others.</p> <p>Gained simple appreciation for the wonders of nature.</p>

THOMAS P. MORGAN SCHOOL—(Continued)

<i>Name of Club</i>	<i>Enrollment</i>	<i>Activity Engaged in by Club</i>	<i>Possible Character Training Values</i>
STAMP CLUB	25	Collection of stamps. Acquisition of knowledge of removal of stamps sealed to articles. Making of stamp book. Study of historical and geographical background of stamps of all nations. Presentation of stories of stamps to other classes in building.	Helpfulness — helping those who could not arrange their stamps artistically. Orderliness—arranging stamps orderly and neatly. Development of habit of sharing with others. Appreciation of the interdependence of man. Appreciation of the meaning of stamps to various countries.
SCRAP BOOK CLUB	107	Collected, cut, arranged and mounted pictures.	Learned value of a worth while hobby. Gained an appreciation for the beautiful. Gained a knowledge of the art principles of cutting, arranging and mounting pictures. Developed feeling of cooperation and habit of sharing with others. Developed willingness to share with others. Learned to respect rights of others.
ART CLUB	69	Grade range—1st through 4th grades with exception of two boys from grade 6 who supervised smaller children in making of friezes. Took excursions to art exhibits. Built up miniature of favorite scene in school play "The Three Spinners." Painted scenery for school play. Representatives from this group attended community play for purpose of observing scenery and lighting effects. Made cards and posters.	Developed ability to work with others cooperatively. Gained respect for opinions and suggestions of others. Development of appreciation for the beautiful. Inspired helpfulness in group work, courtesy and politeness to others. Acquired habit of working quietly in groups and alone. Appreciation for the artistic ability of others. Development of habit of neatness and carefulness. Discovery of and appreciation for outstanding ability of others in group. Instilling due regard for others.
PICTURE CLUB Visual Aid Club	25	Collected and mounted pictures of the following types: Pictures on matters of current interest. Units of work in curriculum. Pictures on work to do with extra curricular activities in school. Initiation of catalogue system whereby it will be possible for group to lend pictures needed in school work throughout building. (Work in charge of pupils).	Development of orderliness. Development in children feeling of satisfaction in cooperating in worth while efforts. Development of greater aesthetic activities and wider avenues of interest. Development of willingness to share with others.

THOMAS P. MORGAN SCHOOL—(Continued)

<i>Name of Club</i>	<i>Enrollment</i>	<i>Activity Engaged in by Club</i>	<i>Possible Character Training Values</i>
COOKING CLUB (Continued)	125	<p>Instruction in purchasing of food and planning of meals.</p> <p>Preparation of model meals—school lunches, box lunches, etc.</p> <p>Instruction in table etiquette—giving of school parties; knowledge of simple menu.</p> <p>Making of inexpensive party favors.</p> <p>Preparation of refreshments for Parent-Teacher Association.</p>	<p>Development of understanding of consideration underlying the spending, saving, earning and giving of money.</p> <p>Appreciation of the dignity and importance of labor.</p> <p>Develops a feeling of recreation as a component part of one's life and finds a place for recreation in program of daily living.</p> <p>Enjoyment of participation in a variety of well selected recreational activities.</p> <p>Acquisition of attitudes and habits of cooperation, good sportsmanship and leadership.</p> <p>Preparation in group activities from inner interest rather than from outer compulsion.</p> <p>Appreciation of values of friendship.</p> <p>Mastery of courtesies involved in living with others.</p>
SEWING CLUBS Practical Sewing Club	76	<p>Pupils made their own selection of mending material. Teacher's advice was given only when needed.</p> <p>Pupils waited their turn for help.</p> <p>Work completed under pressure (extra effort of pupils) was exhibited to the group and highly praised.</p> <p>Poor sewers and those easily discouraged were given more personal assistance than others.</p> <p>Articles to be mended were laundered and pupils saw to it that their hands were clean before starting to work.</p> <p>Better sewers helped weaker ones by machine work, cutting, etc. At times pupils called upon each other for advice and shared material.</p>	<p>Development of resourcefulness.</p> <p>Appreciation of the dignity and importance of labor.</p> <p>Development of patience.</p> <p>Development of preservance.</p> <p>Development of self confidence.</p> <p>Development of habit of neatness.</p> <p>Acquisition of attitudes and habits of cooperation and leadership.</p>
STORY TELLING CLUB Pupils in 1A grade and Kindergarten.	75	<p>Telling of all types of worth while and interesting stories by kindergarten teacher, the club sponsor.</p> <p>Telling of stories by club members.</p> <p>Dramatization of stories by club members.</p>	<p>Gets a sense of satisfaction and happiness from belonging to group of children of similar interests.</p> <p>Appreciation of the contribution of others to one's happiness and social well being.</p>

Note: Club formed after beginning of second semester in the interest of the better adjustment of pupils.

SPECIAL PROGRAMS

Student Council

The formation of a student council at Morgan School was a special program for Character Education. The following data indicate steps taken in formation of this council:

It was interesting to note that almost from the opening of school children besieged the principal, counsellor and class room teachers requesting inauguration of a student council at the school. It was evident from conferences with these children that the council to them meant monitorial duties and small opportunities for display of authority. On the basis of children's requests the faculty met to discuss the need and desirability of a student council at Morgan school. It was generally agreed at this meeting that a Student Council under sympathetic and intelligent teacher guidance would offer splendid educational possibilities. The following outlines is a brief indication of steps taken in formation of the council:

A. Preparation of Teachers for Student Council:

1. Faculty meetings for purpose of considering advisability of organizing student council at Morgan school.
2. Formation of plans for initiation of student council.
3. Reference reading by teachers—
E. K. Fretwell—Extra Curricular Activities.

B. Preparation of pupils for student council:

(The following suggestions were offered in presenting activities of the council to the pupils:

1. That committees of children be formed in each class room to analyze school situations that will benefit through work of the student council.
Example:
 - a. Play ground situations; conduct of pupils in corridors and during assembly periods.
 - b. Organization of club activities.
 - c. Organization of class room activities.
 - d. Community activities.
2. That children also be asked to name certain duties which might be carried out by the council.
3. That children be asked to name possible offices for council (Not names of children).
4. That children carefully set up definite qualifications of children to be elected to council.

C. Activities of council.

1. Sponsored Better Citizenship Campaign.

2. Sponsored vacation activities movement.

3. Sponsored better recreational facilities at Morgan School.

4. Promoted better type of recreational activities at school.

D. Recommendations for student council for school year 1935-36.

1. That work of council be continued.
2. That teachers guide children in selection of boys and girls who will adequately fulfill requirements of membership of student council.
3. That council be afforded greater opportunity to function as a potent factor in the life of the school.

PARENTS STUDY GROUP

The Parent Study Group is another special program for the Character Education Experiment. The following is a copy of the minutes of the first meeting of the group:

October 18, 1934.

The initial meeting of the Morgan Study Group was held from two to three o'clock in room 107 on Thursday, October 18, 1934. This group is composed of parents of the fourth grade children in the Character Education Experiment.

The parents were acquainted with the purpose of the experiment. Emphasis was laid on the provision for more thorough knowledge of the whole child. As a contribution the parents were led to see the value of bringing to light interests of their children as yet possibly undiscovered by the school.

Parents were further invited to discuss immediate problems with which they were faced. Such questions were raised as "How can I get my child to go to bed early? She lies awake for some time when sent to bed before she is really sleepy but still she is an early riser."

The discussion of the tasks for which the child was held responsible in the home led to the working out of a program of the child's activities from rising to retiring which parents have used successfully. Mrs. Washington promised to submit a program of Sarah's day at the next meeting. Mrs. Blakey told the mothers that she would do the same for her son, Homer, emphasizing from a boy's angle the child's share of family responsibilities and pleasures.

The parents' help was enlisted in the matter of establishing and furnishing the proposed lunch room. Several promised to donate old card tables, while others indicated they would help with curtains and table cloths.

The mothers present decided to meet weekly at the same hour and gave every indication of forming the nucleus of a vital, enthusiastic, interested group. Later in the year this group enrolled at Cardozo Night School where a course in child guidance was begun under the direction of Mr. Earl Moses. Soon after, Mr. Moses very readily consented to come to the Morgan School two afternoons weekly and the group was again brought back to the school where they met regularly. Their work culminated in a panel discussion "The Happily Adjusted Child" held Thursday, May 2, 1935 at 7:30 in the auditorium of the Morgan School. Following are copies of program.

PUPIL GUIDANCE AS A MEANS OF DEVELOPING CHARACTER

Principles listed in the Seventh Year Book of the Department of Classroom Teachers:

1. A deed of misconduct is often only the symptom of an underlying difficulty.
2. The understanding of the origin of a maladjustment often suggests the proper treatment.
3. Pupils are not often aided by teachers who do not have control of their own emotions at the time guidance is offered.
4. Maladjustment pupils are not often helped by maladjusted teachers. Children are inspired by a wholesome integrated personality but are repulsed by the confused, the domineering or fearful teacher, who allows his own emotions, his fears, his desire for self assertion or his hunger for affection to dominate his feelings with them.
5. The intelligent factor is important in determining the best form of guidance for the child but it is not the only factor. Many children of low mentality are not marked by a low standard of moral life. It is true that low mentality means that the child is less able to see clearly the results of his acts, and that for this reason he is more likely to make errors of moral judgment. It is also true that on the average, the child of low mentality is less able to see clearly the results of his acts, and that for this reason is more likely to make errors of moral judgment. It is also true that on the average, the child of low morality is less able to exercise self control at times when there are incentives or impulses to anti-social behavior. These characteristics make the problem of the teacher in dealing with the sub-normal child somewhat greater than that of handling other children, but they surely do not justify an attitude of despair. In dealing with subnormal children, authority must often be substituted for self guidance. In many ways they must be treated like very young children because physical maturity does not bring maturity of judgment and social consciousness.
6. Home cooperation is essential for the complete adjustment of the child because so many habits of thought and action are set before the child ever comes to the school. The teacher must go back into

the home to find the basic cause for a large proportion of the problems of his pupils. It is no less important to have contact with the home when the treatment of the maladjusted child begins. Even the most skillful teacher can hardly expect to succeed without the cooperation of the parents.

7. The cooperation of the child must be secured if success in the reconstruction process is to be attained.
8. Good conduct must be made attractive to the child.
9. Guidance should lead to greater independence and self guidance rather than to greater dependence upon the will of adults.
10. Many problems are solved by setting up substitute forms of behavior.
11. The child should be left courageous as he faces the future. He should never be allowed to feel that his life is bad and incapable of improvement.
12. If the teacher centers his effort upon proving a child guilty of misconduct he may develop a fatal antagonism upon the part of the pupil, or may break down the pupil's self-respect and thus reduce the possibilities of helping him.
13. The teacher should avoid calling to the attention of other pupils the failures of the individual unless benefit is to be derived from group interests.
14. The teacher is most effective as a counselor and guide in essential matters if he is not overconcerned with trivialities.

COUNSELING PROGRAM

- I. The two-fold purpose of the program:
 - A. The discovery of children's problems.
 - B. The treatment of problems of children.
- II. Accomplishment of objectives through accurate knowledge of all experiences that have influenced the growth of the child's personality.
 - A. Physical growth.
 - B. Intellectual growth.
 - C. Emotional growth.
 - Complete social history of the *personal background*.
 - Total *family background*.
 - Personal experiences of each child on all levels of his personality.
 - Cause and effect relationships in individual parent's lives and child's life must be studied.
- III. The counselors in the school program:
 - A. The teacher as counselor.
 - B. The specialist as counselor.
 - C. The guidance teacher.
 - D. The principal as counselor.
- IV. Types of guidance:
 - A. Group guidance by case conference method.
 - B. Individual guidance by case study method.
 - G. Group and individual guidance through socialized discussion.

FACTORS IN THE COMMUNITY

RESOURCES

1. Mount Pleasant Branch Public Library.
 - a. Excellent Reading Material.
 - b. Sympathetic, well-trained workers to assist children in their choice of books and in their reference reading.
2. Meridian Park.

Beautiful site.
Healthful location.
Landscaping and architecture of high cultural value.
3. Morgan School Playground.

Unsupervised after school hours.
Unprotected—Fence needed.

POSSIBLE CHARACTER VALUES

1. Germane and Germane—"Character Education" say "Good reading is one great and economical source of right concepts and ideals which ought to be accessible to every child."
"Good reading material in the way of books and magazines and charming librarian who understands stories loved by children may have great influence in character education."
 2. Children receive training in the case of public property.
 3. Helps to establish in children "beginnings of wholesome leisure time activities."
 4. Gives exercise in correct habits of conduct in public places.
 5. Helps to inculcate in them love of beautiful surroundings.
1. Appreciation of aesthetic beauty.
 2. Care of public property.
 3. Respect for rights of others.
 4. Right habits of group conduct.
1. If adequate supervision should be provided for this playground after school hours, high character building values would result from the recreational activities:
 - a. Honesty—fairness.
 - b. Friendliness—courtesy, kindness.
 - c. Cooperativeness—self control, team work.
 2. Successful operation of playground after school hours would materially contribute to health of children. Survey of living conditions of children shows that large percent live in flat buildings and have little play space.

Factors That Might Be Classed As Deterrents to Character Building

The section bounded by Eighteenth Street on the east, nineteenth Street on the west, T Street on the north and S Street on the south has gradually disintegrated into an area in which such factors of disorganization as small night clubs, taxi stands, small soft drink parlors and policy playing establishments are making the neighborhood a real menace to the children.

SITUATION

1. Presence of undesirable flat dwellings and rooming houses on Seventeenth Street between Kalor-ma Road and Euclid Street; on Champlain Street and on Seaton Street. School population is very dense in these places.
 - a. Many loafers around these homes.
 - b. Petty violations of the law are daily occurrences.
 - c. Economic depression causes overcrowded living conditions; forces many highly respectable families to be rather indiscriminate in their choice of lodgers.
 - d. Insufficient space within homes for children to entertain friends.
 - e. Lack of outside recreational facilities.
2. Movies.
 - a. Three movie houses.
Pictures not selected for children.

POSSIBLE RESULTS

Children tend to take on modes and patterns of conduct of groups with whom they daily come in contact.

Children forced to seek unwholesome amusements due to inadequate recreation facilities in homes.

Children frequent movies because of inadequate recreation facilities at home. Many children are seeing pictures highly undesirable from standpoint of picture and their age, experience and development.

PART V.

Individualized Education for all Children.

REMEDIAL READING

PART I—Reading Organization:

Remedial classes were organized and conducted at Morgan School with the following problems facing the teachers:

1. The problem of helping children who learn to read more slowly than the average child, or who encounter unusual difficulties or who have already acquired ineffective reading habits.

2. The problem of helping children help themselves to overcome their deficiencies and of providing sufficient practice in reading skills to a number of children of varying needs.

In every normal group there are children who seem to profit little by group instruction and to meet this condition, classes were organized to make systematic, detailed studies of the reading difficulties of children and to provide appropriate remedial instruction. Because of limited facilities, classes were confined as nearly as possible to the fourth grades, in which the character education program was likewise being conducted. Three classes were organized varying in size from four to ten pupils. These classes met every morning from twenty-five to thirty minutes each, in the room of the character counselor. A mimeographed study sheet was made for each child, to be kept as a permanent record for as long as the child is a mem-

ber of the school. These sheets show the child's school history and some of the fundamental facts about his home and social environment, in order to better discover as many types of remedial cases as time and resources permit, to determine the causes and distinguishing characteristics of each type and to develop appropriate methods of remedial instruction in each case.

At the beginning of the year the total number enrolled was 40. This number was reduced, however, due to the fact that several of the children registered needed only a short period of adjustment to be able to continue their regular class work. The chronological ages ranged from 9 to 15 years, the lowest I. Q. being 69 and the highest 106. Of the group 19 had been previously retarded. Of these 10 in the second grade and 12 of the total number had been retarded more than once. Of the total number 6 were from out of the city as follows: Wilmington, Virginia; Pilgrim's Rest, Virginia; Richmond, Virginia; La Plata, Maryland; Raleigh, North Carolina; Georgia.

Eleven children had library cards which they used regularly. The others visited sometime and were encouraged to get cards. Very little reading material was available in the home except newspapers. The few magazines were "Detective Stories", "True Stories", "True Romances", etc. More than half of the children enrolled were of poor socio-economic background with little chance for enrichment. The home conditions were crowded, many taking roomers in spite of their large families. Upon inquiry, most of the home study, it was found, was done in the bedroom or kitchen in the presence of others. Though the parents were willing to cooperate they were able to give little attention to their children as most of them worked out, leaving the home unsupervised.

It was necessary to start four boys of the fourth grade in easy first grade readers until sufficient vocabulary was developed. These boys then progressed to "Every Day Classics, Book II" and one boy improved enough to use Third Grade Books. Of the other three, one died; the other two are still on second grade level. The next group used Third Grade Books and the highest group, Fourth Grade readers.

The following books were used:

Learn to Study Reader—Book I, Grade II—Horn and Shields.

Winston Reader—Book III.

Every Day Classics Book II—Baker and Thorndike.

Progressive Road to Reading—Book III—Burchill, Ettinger, Shimer, Peyser.

Children Near and Far—Childhood Reader, Book II.

Children Near and Far—Childhood Reader, Book III—Grady, Klapper, Clifford.

Facts and Fancies—Book IV—Lewis and Rowland.

As advancement was made in the above books,

pupils were shifted to a higher class, so that at the close of the experiment for the year 1934-35, two boys were left in the lowest class. Eight children of the original number were not discharged and will be re-organized in October. In following the progress in the home room, all children have shown some improvement and all except three have possibilities of maintaining the grade standard. Through acquiring an ability to read successfully, a desire to read more has been stimulated and several children in the group have joined the Reading Club, while others have offered to assist their neighbors in class with their reading.

PART II—Reading Difficulties.

Many and varied were the types of difficulties encountered and as the working progressed the need of a pupil sometimes changed and emphasis was shifted. The poorest readers were found to be weak in all phases of reading, weak in the mechanics of oral reading, poor in interpretation or slow in silent reading. From these were gained more detailed difficulties.

Vision Acuity—Congenital Word Blindness.

Speech Defects.

Auditory Acuity.

Small Reading and Meaning Vocabulary.

Environmental Influences.

Behavior Problems.

Overstress of Speed.

Substitution of Words.

Repetition.

Limited Span or Recognition.

Vocalization in Silent Reading.

Limited Eye Sweep.

Mechanical Emphasis (word calling).

Emotional Aspect (such as extreme timidity, nervousness).

The above listed types of difficulties found may be attributed to some common fundamental causes:

Insufficient Practice.

Improper Methods of Words.

Deficiency in Fundamental Skills.

Absence of Interest.

Physical Defects.

Subnormal Intelligence.

Some methods of correction were much easier reading to develop eye span, with the use of flash cards, short exposure exercises and speed drills to increase the eye span of recognition. Phonetic drill going as far back as the first grade was found helpful in developing auditory memory. Words were studied for their meaning and where necessary studies were made of prefixes, suffixes and stems. Material without picture illustrations helped break the habit of guessing instead of recognizing. True-false statements and Yes-no questions were also used. Timed reading exercises were frequently given and the

children held responsible for the content of what was read.

Our aim in conducting this work is to develop a well balanced program which provides adequate training in each phase in which weakness is discovered.

GIFTED CHILDREN

- I. Collection of anecdotes on gifted children.
 - A. Gathering of as much data as possible on each gifted child as a basis for individual guidance.
 - B. Conference between research assistant, principal, teachers and counselor as to treatment of each case.
- II. Use of enrichment units to extend the experiences and to challenge the abilities of the gifted child.
 - A. Suggested Units.
 1. Adaptation of the unit—The Other People of the World: "A Trip Around the World with Fairy Tales and Folk Lore" from "Administration of Enrichment to Superior Children."—Dransfield. Point of approach—Swiss legends (The Fat of the Cat—Gottfried Keller) in line with unit work of class—"Switzerland."
 - B. Aims of unit:
 1. A fuller and richer knowledge of people around the world through a study of their folk-lore and legends.
 2. A more tolerant and sympathetic understanding of customs and beliefs of other people.
 - C. Historical unit—"A Child's History of the World"—Hillyer.

1. Point of approach—The writing of the Egyptians, Phoenicians, Greeks and Romans.
 - a. To extend the child's horizon, both with a view to discovering the past and opening up a fuller present.
 - b. To supplement the classroom unit with a more colorful picture and a wider experiential background for interpretation of the important stages in the history of man.
 - c. Partial Bibliography:
 1. A Child's History of the World—Hillyer.
 2. The Story of Greece.
 3. Makers of Progress—W. L. and S. H. Nida.
 - d. Biographical units:

Outstanding contributions in all fields of endeavor.
- D. Continuation of enrichment units:
 1. Activities of group.
 - a. Weekly meeting of group.
 1. Excursions to the library for the selection of books.
 2. Excursions to appropriate buildings, exhibits, etc.
 3. Illustrating interesting stories and legends.
 4. Making maps and charts (for example: graphic representation of the important "steps" in the history of man; modeling tablets, etc.
 5. Class discussions.

Georgia's New Approach to Rural Education and Community Development

W. M. HUBBARD, President, State Teachers and Agricultural College, Forsyth, Georgia

Georgia in common with other States, realizes that the rural schools and people have not received the consideration, attention and help so very necessary for the betterment of rural life. Therefore, it is the purpose of the State, through the University System, supported by the General Education Board to make possible some special training for elementary teachers of country schools in order that in these sections more effective work may be done in developing wise, useful people and good citizens. A year ago, the State Teachers and Agricultural College, Forsyth, Georgia, was assigned to begin this task. Set-ups have been made to an extent and courses offered for the training of elementary teachers which leads through the Normal or Junior College course.

It is our aim to prepare teachers to go into these sections and instruct and give to the State a type of Citizens who are straight thinkers, active, industrious, capable and adaptable for the service of human uplift. If this is to be accomplished, prepared effective leadership in sympathy with all phases peculiar to rural life must be had.

We have begun this new approach through "The

Exchange Teacher Plan." It attacks directly the problem of the rural school and the rural life. This Plan is doing two things; it gives to the Senior Normal students during the year of teacher training three months or one quarter of real practice teaching in rural schools under efficient supervision and at the same time, it brings the regular teachers of these schools for study at the College. It might be interesting to know that these students are paid while doing this practice teaching and the regular teachers of these schools are getting their same salaries while studying at the College.

The training that these normal students receive enable them to do a better grade of work, to handle the one and two teacher type school with greater ease and satisfaction, to do community service to a greater advantage through visitation, surveys and organization. They are requested not to join the class of teachers that Dr. Dillard calls, "Suit-Case Teachers," who reach their schools late Monday morning and leave early Friday afternoon, but to realize that they are teachers for those people, and their presence and services are needed continuously. They should un-

mistakably manifest the deepest interest in these people and become a part of the community life.

It was very gratifying to note the changed attitude toward the teacher and school in every community where they worked in the short time of three months. I might attribute this to the personality of the teacher, her sympathetic and humane attitude, pleasant visits to the homes, her conduct, the willingness in which she engaged in their Church and Sunday School activities and efforts to have the school to become the social center of the community—and her directing the social functions.

Efforts to furnish reading matter, Circulating Library, a book truck for this purpose, lockers made in which the books and other literature may be kept safely.

In each of these schools and communities, health and sanitation are stressed. At each of these schools, sanitary toilets have been constructed. The yards and surroundings are kept clean, and beautiful, many of the homes have caught the spirit and such improvements are being made. Wells have been repaired and new ones where needed have been dug, wash basins and towels provided.

The efforts to strengthen race relations are being made. Someone has said that "Politeness and kindness, begets politeness and kindness, and thus friendship springs into existence, and a friend looks us in the face with a security of peace, safety and welfare."

Each of the teacher students, while here in college, was required to work out a program of supplementary activities to be used in her school after returning from her studies at the College. These activities included only those that should meet a definite need in the community and could be safely attempted.

We are striving to inspire these teachers to a broader conception of the work of these schools and a willingness to do it. As these teachers become sufficiently trained, it is our purpose to set up one Model Rural School in each county for the purpose of pointing the way to the other schools and teachers. This approach was made in three counties the past year, namely: Monroe, Lamar, and Henry, and we are to extend the service into other sections of the State this year. We shall furnish to Superintendents and Boards of Education more of these trained teachers as rapidly as it is possible.

Our first conference in which these teachers made their reports was held March 23, 1935. I here quote a

few endorsements:

"The New Program for preparing teachers at the State Teachers and Agricultural College at Forsyth, Georgia, has the hearty approval of the State Department of Education. It attacks directly the problem of the rural schools and rural life. We urge the co-operation of school officials and of citizens in making its plans effective." L. M. Lester, Director, Teacher-Training and Certification, State Dept. of Education, Atlanta, Ga.

"The program of Teacher-Training at the State Teachers and Agricultural College, Forsyth, Ga., seems to me, has been formulated with a definite desire to render worthwhile service to the Negro school children of the State of Georgia. It is making a definite effort to contribute to the solution of the problem of the rural schools and rural life." J. C. Dixon, Supervisor of Negro Education, State Dept. of Education, Atlanta, Ga.

"I look for a great and original contribution from the College. It is planned to meet the needs of the State on the level where Georgia's needs are most urgent. Our schools must mean more to our people. Therefore, we must train teachers who will mean more to our schools." Philip Weltner, Chancellor of the Board of Regents, University System of Georgia.

"You are engaged in an undertaking which is very near to my heart and I wish for you great success in it." Leo M. Favrot, General Field Agent, General Education Board.

"The thing you are attempting at Forsyth promises to make a contribution to rural education." Nolen M. Irby, Supervisor of Colored Schools, Little Rock Arkansas.

"I am tremendously interested in the good work which you are doing." M. D. Dollins, State Dept. of Schools, State Dept. of Education, Atlanta.

"We are so much interested in the work at Forsyth. I know we should learn a great deal from all of you. Accept our best wishes for the success of your entire program." Margaret S. Simon, Secretary, Julius Rosenwald Fund.

"The Exchange Teacher Plan is an excellent one. You have my support in this new approach to rural education, but what we need more is a healthy co-operation in the effort to give to the rural schools and people a fair chance and an equal opportunity to be lifted into a higher and better life.

Report of the Department of High School Education

D. A. WILKERSON, Virginia State College, Petersburg, Virginia, Chairman

There follows, in outline form, the report of the Department of High School Education of the N. A. T. C. S.

I. Program: A. "New Vocations for Negro Youth," Wiley A. Hall, Executive Secretary, Richmond Urban League, Richmond, Virginia. B. "Essential Elements of a Guidance Program," Theodore Briggs, Instructor

of Wood-Work and Carpentry, Florida A. & M. College, Tallahassee, Florida. C. "The Vocational Counselling of High School Youth," David W. Cannon, Jr., Instructor of Psychology and Chairman of the Committee on Guidance, Virginia State College, Petersburg, Va. C. "Programs of Placement and Follow-up Work," Dr. Martin D. Jenkins, Delphi, Indiana.

Newly Elected Officers: Director—D. A. Wilkerson, Virginia State College, Petersburg, Va.; Secretary—Mrs. Essie H. Peters, North Birmingham, Alabama.

Manuscripts: There are appended copies of three papers submitted on the program, together with a

package of illustrative materials distributed to members of the Department. An abstract of Dr. Jenkins' paper is to be given the Executive Secretary, Wm. W. Sanders.

New Vocations for Negro Youth

WILEY A. HALL, Richmond Urban League, Richmond, Virginia

A. Nature and Extent of the Problem

When we attempt to analyze some of the social data which have been collected during the past four or five years of depression, we are led to wonder if some more fundamental reasons than those usually given do not exist for the presence of Negroes in such disproportionate numbers on relief rolls and in the ranks of the unemployed. It has been customary and perhaps easy to say that racial discrimination is responsible for the fact that "in every instance where figures are available, the percentage of Negroes among the unemployed is higher than their population percentage warrants, sometimes running as high as four times the proportionate amount, and in some instances, five and six times as high."* Or again, when we find "that Negroes, forming only 4% of the population, constitute 25% of the relief rolls" in a certain city it is explained by the statement that white relief administrators and case workers are much more inclined to give Negroes direct relief than work relief. But do statements of this kind complete the explanation? Do we not get a slightly different picture when we break our figures down? Let us see.

The first separate occupational statistics of Negroes ever compiled by the United States Census Bureau, appeared in the census report of 1890. From these figures we learn that the Negro population was 7,488,676 or 11.9% of the total for the country as a whole. Five and one-third million Negroes (in round numbers) were 10 years old and over, and of this number 3,073,164 or 57.6% of all Negroes over 10 years of age were reported as gainfully employed. Of the gainfully employed approximately seven-eighths or 87.3%, were confined wholly to two branches of occupations, agricultural pursuits and domestic and personal service. Had a depression occurred immediately following the taking of the 1890 census, the suffering of Negroes would have been far more acute than during the past five years. Assuming that economic upheavals affect all occupational groups alike—any group—the bulk of whose workers are found in only two fields, will suffer more than other groups whose workers are scattered through all fields. In addition, when the two fields are those in which there is little or no stability, the extent and duration of suffering are correspondingly increased. But this was 1890 you say. What of 1930?

In the forty year span, 1890-1930, both the number and percentage of Negroes reported as gainfully em-

ployed in agriculture and domestic and personal service, showed a steady decline. Moreover the number and percentage engaged in the eight other general occupational pursuits set up by the Census Bureau, show a corresponding increase. And yet, this census report showed that 36.1% of all Negro workers are found in agriculture, and 28.6% in domestic and personal service, that is 64.7% or nearly two-thirds of all Negro workers were still to be found in these two unstable fields. It is little wonder therefore that Negroes loom large on unemployment rolls and crash relief lists to the extent of 18% for the United States as a whole, while they constitute less than 10% of the general population at this time.

I submit the belief that all of the above facts and figures can be traced almost directly to one factor, lack of diversity in the vocational choices of these Negro workers while they were pupils in our schools, for had there been a wider range of (occupations) vocations, our distribution among the ten general occupational divisions would have been different, hence the impact of the depression upon us as a group would have been less violent.

In a study, "The Status of the Negro Student in Philadelphia" made in 1933 by Donald Wyatt, Research Secretary of the Armstrong Association, the following statement is made concerning the vocational choices of the 486 pupils who returned the questionnaire: "It is more than an assumption that the outlook of the average Negro child is considerably dwarfed when it comes to the matter of selecting the vocation best suited to its particular qualifications and adaptability. This, however, is no reflection on the alertness of the child, and surely not on its mental capacity, but rather due to the limited prospectus, or field of knowledge of Negro children as far as desirable and remunerative occupations are concerned. Most Negro children, reared in homes where the parents are mainly employed as common laborers or domestic servants, become discouraged at the status of Negro workers, as portrayed by their parents and others about them, who seem barely able to earn a living and maintain a home, though laboring assiduously long but ill paid hours. They soon begin to look in other directions for suggestions of the more ennobling and compensating work and almost invariably, as we shall see later, turn to the intelligent, well dressed Negro person who teaches them in public schools or the doctor or nurse who comes to their home in case of sickness and restores their mothers and fathers to health and well being. School teachers

*National Urban League Studies.

and doctors and graduate nurses hold the center of the stage for nearly one-half of the Negro pupils according to this inquiry."

Concerning the vocational aspirations of these pupils, Mr. Wyatt found: "Only 13 of 486 returned questionnaires failed to list some occupation which, for the moment at least, represented the lifetime aspiration in the way of employment of the child answering. In a few cases an alternative choice was given in case the first named was not accomplished. 473 pupils gave 50 occupations as including the sum total of their vocational ambitions.

The most popular choice by far was that of teaching, which approximated a proportion of one out of every five (19.5 per cent) of the replies. The medical profession and nursing tied in rank for the second most popular choice of the pupils, with 61 aspirants in each case. Over a fourth of the total number of boys were intent on studying medicine.

In analyzing the vocational choices, it was found that: More than two of every five pupils (44.7) agreed on three popular professions as being their goal when 217 pupils selected either teaching, medicine or nursing.

Nearly two of every three (65.4%) concentrated on seven selections, the three cited above plus, Mechanics, Dressmaking, Art and Office Work.

I have quoted at length from the Philadelphia study for the sole reason that it presents a picture which can be duplicated in any large center of Negro population, whether northern or southern, rural or urban. Thus D. A. Wilkerson of Virginia State College, made an analysis of the vocational choices of 766 High School Seniors in 15 urban and 25 rural Negro high schools in the state in 1930. He found that the 231 boys planned to enter 32 occupations, an average of one different occupation for every seven boys; that 52% of them planned to enter the professions, and that one-fifth of them selected the one field of medicine. For the girls the lack of diversity was even greater; the 535 girls selected a total of 19 occupations or one occupation for every 28 girls. Moreover 80% of the girls planned to enter the professions, especially teaching and nursing, which were the choices of 72% of the entire group.

The results of similar studies made in widely scattered areas were brought together in a single article by Mr. R. O. Lanier, appearing in the August 1932 issue of the *Quarterly Journal*, published here at the Florida Agricultural and Mechanical College. Almost invariably one-half the pupils questioned chose the professions as a life work, with medicine engrossing the boys, and teaching monopolizing the attention of the girls.

We can readily conclude that a lack of diversity is the problem, but what the remedy. How shall we lead Negro youth into new vocations?

B. New Jobs for Negroes

With industry completely demoralized, with trade at a standstill, and our entire economic structure in

a state of flux, one would be bold indeed to suggest definite channels into which to direct the capabilities and capacities of any youth—much more so—those of Negro youth. At most all that can be done is to indicate present trends and probable future opportunities insofar as actual vocations are concerned. There are, however, certain broad principles which should underlie any program if it is to attain success.

In his discussion of the subject "New Jobs for Negroes" T. Arnold Hill, Acting Executive Secretary of the National Urban League, has the following to say in the January issue of the *Journal of Negro Education*: "It is necessary that Negroes find things to do which are different from those they have been doing. The reason is obvious to anyone who has observed such changes as the continuous shift of waiters and bellmen in hotels; the losses sustained by brakemen, engineers and firemen on railroads and the closing of barber shops serving whites." He believes that whatever gains are made will not be accorded, but will have to be taken through sheer superiority of performance. This cannot be too strongly emphasized. We are living in a machine age, in which there is an excess of man power and it is confidently believed that never again will our industrial and economic order require as many persons as will be available. This competition for jobs will permit the employer to make a selection of his workers and, (make no mistake) he will select the efficient ones. He may be temporarily swayed by sentiment or other pressure to employ along racial lines, but ultimately he will use those workers whose demonstrated proficiency promotes his success. This has been proved over and over again during the wave of displacements which swept down upon Negro workers in 1932, 1933 and 1934. Again, according to Mr. Hill, several hotels which disposed of their Negro help, rehired them because of the inefficient service their white successors gave. Such was the case with the waiters in the John Marshall Hotel in Richmond, Virginia. "When Negro clerks in the main office of a Southern city post office were transferred to the rank of carriers, the postmaster recalled them to their former positions because the white clerks were not sufficiently quick and accurate in distributing the mail" (says Mr. Hill). Many examples of this nature gathered from all over the country, serve to emphasize the need for making proficiency the keynote to success in any vocational endeavor.

I am in complete agreement with Mr. Hill that possibilities for the employment of Negro workers are found in three directions—directions towards which until now little or no attention has been directed; first, the ever increasing number of new fields that develop from time to time for all workers; second, the so-called race relations activities which now stretch their tentacles into an interesting array of endeavors; and third, the potential opportunities in unexplored fields within the Negro group.

Whatever else may be said about the depression, it

has brought to the attention of the Negro worker—and to a certain extent to the white worker, a realization of the fact that their fates are inseparably bound together. A sign carried by the workers in the Scottsboro parade held in Washington last fall bore the inscription, "Black and White Unite to Fight." Notwithstanding the display of race hatred and discrimination towards them, Negroes must prepare themselves for every kind of vocation followed by any other American. In making this suggestion, we are mindful of the fact that there will be much suffering and hardships encountered but what of value has any group ever accomplished without sacrifice. The story of the pioneers of history has been a story of bloodshed and death, regardless of the nationality or geographic location of the pioneering. I believe that ultimately the Negro must become so integrated in American life that he will cease to be an Afro-American, and like all other citizens have no distinguishing title other than that of simple American. When this is true, the fortune of the American worker will be the fortune of the Negro worker.

The field of interracial contacts has suggested a number of possibilities for employment. The present New Deal Administration has set the pace by employing a large number of Negroes as advisors on affairs relating to the Negro group. These positions called for men well versed in the social and civic conditions surrounding Negro life together with a background of social theory and social treatment. Many states have followed the example of the Federal Government by employing Negro advisors in state and local administrations. Even prior to the coming of the New Deal, certain states had employed Negroes in the administration of state educational policies, and as local supervisors of Negro schools—positions made possible through the activities of alert Commissions on Interracial Cooperation. Referring again to Mr. Hill's article on this matter: "The higher the advancement of Negroes, the more will they push for recognition, and the more will communities be forced to accept their participation. We may expect to find attractive opportunities for interracial leadership in the school, the church, the social organization, in industry and in politics. It is interesting to note that actors and musicians have played a large part in race relations, and yet the demand seems nowhere near the saturation point."

Within the Negro world lie a host of possibilities for employment. As suggested above, it is our belief that ultimately the existence of a Negro world within the American world must cease, still this goal is far distant. In the interim there must be a constant program of bringing the Negro world up to date with the rest of America, since changes are longer reaching this group. "The preparation required for leadership of this character must be two fold—that which gives instruction dealing with broad national issues, and that which deals with the separate world in which Negroes live."

Still another way in which the field of race relations can provide employment possibilities was demonstrated several years ago, following the publication of the book, "The Southern Urban Negro as a Consumer" by Professor Paul Edwards of the Department of Social Science at Fisk University. Through the material collected in his study, Professor Edwards interested the Rumford Baking Powder Company to the extent that they added two Negroes to their sales staff. Later the Continental Oil Company added a Negro—Luck—to their staff and just two years ago Standard Oil added James (Bill Board) Jackson to its staff. The success which has attended the efforts of these men in exploring the Negro market gives rise to the belief that a carefully planned campaign in this direction can result in other openings with corporations of national standing.

C. What Role Should Our Secondary Schools Play in Creating These New Vocations

In discussing the need for vocational guidance in the schools of the nation, the White House Conference Committee on Vocational Guidance makes the following statement: "Since work occupies one-half the waking time of most individuals, it should represent the active expression of the whole personality. In view of this important function, careful study should be given to all the problems involved in vocational activity. In this country nearly 50% of the children who enter the first grade leave school by the end of the eighth grade; about three-fifths of those who enter high school leave before graduation." This statement was made in the light of statistics from the country as a whole, including white as well as Negro children. More than 50% of Negro children who enter the first grade leave before reaching the eighth grade—and considerably more than 60% of those entering high school leave before graduation. While we do not have the figures for all southern states, a study of school attendance records for Virginia, made several years ago, revealed the startling intelligence that the average Negro Virginian was a fourth grader, that is nearly 70% of those entering first grade dropped out after completing the fourth grade. And I submit that Virginia records compare favorably with any other southern state.

This situation places responsibility upon the Negro school to begin as early as possible a program of guidance which will direct the energies and capacities of the pupil into channels of maximum usefulness. Just at what point this program will begin, depends upon many factors: local attendance records, school facilities, staff, etc.

As an indication of what might be done, may I call attention to a program which was tried out in the Armstrong High School of Richmond, Va. Through arrangements with the Superintendent of Schools there, the Richmond Urban League arranged a series of vocational talks to high school seniors by practitioners in thirty-one different fields, professional as well as trade. The speakers included white and Negro

workers. Each speaker was requested to make a careful outline showing: (a) personality traits needed by one entering the particular field; necessary preparation; length of training period; possible earnings; particular advantages of the trade or profession; particular disadvantages in the field. As practice work for the advanced class in stenography, at least six persons were required to take the lecture in short hand, type it and place it in the hand of the advisors of the class for reference purposes. The formal presentation was followed by a period of questioning. This experiment proved sufficiently interesting to justify its continuance and in the coming year, we plan to make the following changes: (1) Increase the number of vocations offered with a special effort to include those with which the pupil has slight contact; (2) an increase in the number of white practitioners; (3) Presentation of the same vocation by different persons—if possible, using one from each race group. We believe a program of this nature will overcome the handicaps under which Negro pupils now labor; that

is, a lack of information concerning vocations practiced in this country.

Job analysis is another field in which the schools can and should take initiative, either as projects of research among members of the school faculty or as class projects thereby utilizing the interests and information of the pupils themselves. The resourceful teacher can at least see that his pupils are fully acquainted with the number and variety of vocations followed in the community of his school not simply the vocations followed by Negroes—the pupils should know them all.

Finally, may I suggest that careful study be given the full report of the committee on vocations of the National Conference on the Fundamental Problems in the Education of Negroes. This report gives a picture of the present facilities and needs in the field of vocational guidance and training and concludes with a number of recommendations which if followed, would greatly promote the vocational and economic status of the Negro in America.

Essential Elements of a Guidance Program

THEODORE BRIGGS, Florida A. and M. College, Tallahassee, Florida

A. The Status of Organized Vocational Guidance in Negro High Schools

Vocational Guidance is an educational service which should be considered an essential and an integral part of a program of public education. There are at least four conditions which render this service necessary. Namely: (1) The character of the demands for modern secondary education; (2) The changes in the social and the economic order to which the secondary pupil must adjust himself; (4) The necessity for avoiding waste in the process of education.

We have come, however slowly, a long way from the secondary schools of a generation ago which had a narrow curriculum designed chiefly to prepare young people for college. Whether or not the student went to high school depended upon his family decision. The individual who presented himself for admission to college was primarily responsible for his success or failure.

At present, there is some tendency to change this situation. Many states require pupils to attend school until 15, 16 or 17 years of age. However, in many communities, public sentiment for secondary education is not so strong, therefore a comparatively small number of Negro children under the age of 18 years are enrolled in the secondary schools. As a result the schools for Negroes have not made a marked change in organization in an attempt to meet the needs of its varied personnel. Yet a number of schools are offering many curriculums from which the pupil may select. The extent of the change was shown in a study of vocational guidance in the high schools for Negroes of the south. There was an expansion and enrichment of the program of studies. Although many schools indicated having no vocational guidance work, they

reported that they were offering such vocational subjects as agriculture, home economics, business and carpentry. The small increase in vocational course offering represents a slight effort on the part of the secondary schools to meet the various needs of their pupil personnel.

The adjustment of pupils of high school age to the complex world in which they live is no simple matter. The Negro's world is larger and more complex than it was a generation ago. Important changes in the social and economic structure make it more difficult for him to make social and vocational adjustments. The shifting of the Negro population from rural to urban life has further complicated these adjustments. The home is usually unable to provide the type of guidance needed in the interpolation of the many experiences encountered by the youth, therefore the secondary schools should assume a portion of these functions once discharged by the home. The student is apt to flounder, and may fail to find himself with respect to his interest and capacity, or take full advantage of the opportunities offered in school and society for his growth and development.

The slightest study of the many social and industrial conditions confronting young Negroes, offers convincing proof that the needs of the Negro youth are many and varied. These conditions have to do with the intellectual and physical development, choice of companions, social and mental attitudes. Schools are required to understand the needs of its young people and to provide the guidance service which the pupils as individuals require.

Negro high schools are confronted with high percentages of withdrawals every year, by high percentages of failure in different subject matter fields,

and by high percentages of pupil retardation. These failures, withdrawals, and pupil retardation involve waste in the process of secondary education which can and should be reduced, as far as possible and prevented through effective guidance organization.

Statue of Vocational Guidance in Negro High Schools

Data collected in 1934 from a sample group of secondary schools in eight of the southern states ranging in enrollment from 20 to 2000 students, show that 25 percent of the schools report that they have definitely organized general guidance programs. No school reported having a definitely organized vocational guidance program. The unit of organization is the high school.

The principal is most frequently found responsible for this work.

Twenty percent kept guidance records.

Exploratory experiences, 20 percent.

Nineteen percent of the schools have trained counselors.

Fifteen percent indicated having expert supervision in providing vocational education.

Ten percent had expert supervision in placement.

Sixty percent of the schools report having expert supervision in some one activity, but no one school considered in this study had expert supervision in all guidance activities mentioned.

Schools have made little effort in making provisions for vocational guidance activities. Occupational information seems to be the only activity for which definite provision has been made. This information is given as a part of some other subject. Some placement service is rendered the student, but very little follow-up service given the pupils.

The schools neglected libraries to the extent of not providing sufficient material for one student. There are in these schools .8 of a magazine, and 1.1 book on occupations.

Lack of community interest, lack of home cooperation, lack of suitable training for teachers and lack of needed information and equipment were reported as being the problems which prevented an efficient working program.

Items Which Should be Included in a Comprehensive Guidance Program

The foregoing facts indicate that guidance in some form or other is being carried on in a number of schools, although the activities carried on under guidance are many and varied. In some schools guidance probably means whatever help the principal or teachers give pupils in the way of council or advice. In other schools guidance activities are roughly differentiated into types, such as educational, personal, social and vocational. The most important features of a comprehensive program of vocational guidance are as follows: Occupational information; Try-out Experiences; Individual counseling; Vocational Preparation and Placement.

Individual differences should receive more attention

at the end of the sixth grade. At this point in the child's life, the time has come for school to begin to give definite assistance in choosing an occupation. When direct efforts are made to provide an individual with adequate assistance in choosing an occupation, first of all, he must be acquainted with information concerning occupations from which his choice may be made. The best place in the program of studies for a special course in occupations depends to some extent upon the plan or organization of the school system. If 6-3 plan is adopted, place first year junior high, the 8-4 plan is adopted, it should be the eighth grade, or may logically be postponed until the ninth grade. It should be given before large numbers of pupils leave school. It should precede by a short time the differentiation of school work which makes it necessary for pupils to choose between several different curricula.

One of the most important functions of the junior high school is to provide try-outs or exploratory experiences for its pupils. These experiences or try-outs might be grouped under three headings. (1) Try-out provided through the subjects of the curriculum, (2) by extra-curricular activities, (3) part-time, after school, or summer activities.

Industrial Arts is the first subject which comes to mind when vocational exploratory courses in the junior high school are mentioned. It must not, however, be assumed that no other purpose is served by industrial arts in the junior high school. Properly organized and presented, this subject, in addition to providing try-out experiences, makes important contributions to general education.

Every course that is offered with a try-out purpose needs to be subjected occasionally to the closest scrutiny in order to make sure that it is actually performing this function effectively. Undoubtedly an enormous amount of time is wasted annually in the schools of the United States in so-called try-out courses. The reason for lack of effectiveness may be poor selection of material, poor organization of material or poor teaching. In some cases it is all three of these. Unfortunately, no method has yet been developed for measuring the effectiveness of courses offered as vocational try-outs. Usually it has been taken for granted that a course which has this as one of its announced purposes was making good. It is high time these courses be called to account. However, pending the development of objective standard for measuring their worth, the teacher might report his opinion of the pupil's fitness for the occupation, submit a statement as to the intensity of the pupil's interest in the course as a whole and in particular parts of it; as to his initiative and resourcefulness in attacking new problems as they come up, as to his industry, thoroughness, orderliness; and as to any outstanding temperamental or emotional characteristics.

In practically all junior and senior high schools, vocational try-out experiences are available to boys

and girls through extra-curricular activities such as the school paper, dramatics and debating societies, work in the school cafeteria, and clubs of various sorts. Seldom is the try-out purpose prominent, or even present in the mind of the organizers of these activities, but this purpose is served by these activities nevertheless.

For an example, newspaper careers, both on the news gathering and editorial side and on the business side, have been started by work on the high school paper. Clubs are intrinsically avocational, distinct in spirit from ordinary school work. But in many instances, they offer further field for exploration and become vocational. More than one boy has caught a vision that revolutionized his plans for life work. Often a latent talent whose existence might never have been detected is brought to light.

The possibilities of try-out experience outside of the school for high school pupils have had but little attention as yet on the part of school authorities. In discussing these possibilities, it is well to note that a considerable percentage of boys and a smaller percentage of girls are engaged in some kind of employment outside of school hours. Part of these work on Saturdays and Sundays, while many work after three or four o'clock on school days and Saturday as well. It should be noted also, that a large percentage of high school boys and girls spend their summer vacations in some kind of employment. The extent of after-school and Saturday work by high school pupils has been a subject of investigation in several cities. Longworth, writing in the *School Review*, Volume XXXIV, found that in the Jefferson Intermediate School of Detroit, 48.8 percent of the 742 boys enrolled were employed in part-time work, while 85 percent of the girls were so employed. This percentage is perhaps a great deal larger in the Negro high schools of the South where large numbers of the children of school age work on the farms at various occupations. Many are kept out of school because of the need for cultivation of crops. Notwithstanding the fact large numbers of boys and girls while still in school engage to some extent in the actual work of business and industry, it is evident that very many occupational choices must be determined by these out-of-school experiences. Here is genuine try-out work for high school pupils on a large scale.

The difficulty is that part-time and vacation employment are almost haphazard, and undirected try-out work. The boy who works after school or Saturdays or during summer vacation is even less concerned about what the job has in it for him, aside from wages, than is the one who is leaving school for full-time employment; and the latter's failure to look ahead has been noted. The way out of the difficulty seems to lie in some sort of school supervision of pupil employment. That supervision is needed for other reasons, is seen from such studies as Longworth's, which shows that 23.2 percent of the junior high school pupils who were employed were working more

than 18 hours per week in addition to their 30 hours of school work, while 12 percent of those employed were actually spending more time at work than in school. Instead of allowing each pupil to find his own job, the school with its knowledge of the interest and aptitudes of individual pupils, might attempt to place those who need out of school employment in jobs where valuable tests of these interests and aptitudes would be obtained. This would be a big undertaking, to be sure, but it would take advantage of a wonderful opportunity to provide the best type of vocational exploration for many high school pupils.

Certain school systems have developed a type of school work which involves part-time employment of some of its high school pupils. This type of work, usually known as a cooperative high school course, for the reason that it involves cooperation between school and employer, while planned for vocational preparation purposes, provide also valuable try-out experiences under the actual conditions of industry or business.

There are important limitations upon try-out experiences provided by the school. It has already been noted that experiences of this character now offered cover a comparatively narrow range of occupations. Difficulties in the way of extending the range, either within the school or outside it, under school supervision have been noted also. Actual conditions of employment as to hours of work, necessity for production, social environment, etc., are not reproduced in the school. On this account, there are some pupils to whom the work of try-out course appeals and who find themselves unsuited to the same work under actual conditions of industry or business.

Notwithstanding these limitations and difficulties, try-out experiences in the high school period such as have been discussed in this talk already are performing a large service in assisting boys and girls in choosing occupations.

Counseling

In order that a program of individual counseling in a high school may be comprehensive, it must reach all pupils in the school. It is not sufficient to make the counselor's services available to all who wish to consult him. It is necessary to require that all come to him for individual interviews, just as they are required to take English or history. In the case of some pupils, a single interview may be all that is necessary during the entire junior or senior high school period. The vocational choices of these may appear to the counselor entirely suitable, their plans for preparation wisely made, and their progress satisfactory.

Vocational Preparation

The individual's vocational success depends upon the quality and completeness of his preparation as well as upon suitable choice of an occupation. Vocational preparation, then, wherever and whenever obtained, is a necessary and important part of the process of transfer from school to occupation and therefore is of concern to us in considering a guidance program.

What claims our attention here is the school system's part in providing preparation. The question for consideration is: What provision for vocational preparation should be made by a school system which undertakes to develop a comprehensive program of vocational guidance?

It is my belief that society pays the bill for vocational preparation however obtained, therefore the public as a matter of economic self-protection, should determine how this preparation can be given most effectively and economically for each occupation and what public provision is necessary or desirable for this purpose. Possibly some of the preparation now given in employment could better be given in tax supported schools. Possibly more of it should be given upon a cooperative plan arranged between public school and employer. A school system should be expected to go as far in providing vocational preparation as it goes in maintaining general education. That is, if a general high school course is maintained, then, vocational preparation of high school grade should be provided. If a junior college is developed, then the city should be ready to provide preparation for occupations for which as much as two years of work beyond high school are needed. Whatever is offered should be determined only after a careful survey of the vocational education needs of the community is made. If conditions do not warrant the establishment of a class with teachers and equipment, the school may at least arrange for correspondence study under its supervision, or may offer to pay the tuition fees for the desired course in some neighboring city. The school system thus becomes, as it ought, the agency of the community through which vocational education of a certain grade, as well as general education of the same grade, is made available to those who wish it.

Placement

Helping young people who have chosen the occupations they wish to follow to obtain advantageous entry into the work of their choice is part of a comprehensive program of vocational guidance. The entire program of vocational guidance is left in mid-

air, unfinished, if provision for placement is not made. Getting off to a good start in the chosen occupation is quite as important as choosing it. It is the duty of the school from which the youth comes to help him make the choice. The school which has the pupil under its supervision six hours a day for several years, which directs his study of occupations, which provides him with try-out experiences, which has a counselor to gather and study data concerning his physical, mental and social and temperamental characteristics, and to help him interpret occupational information and try-out experiences in relation to his personal qualities and limitations should be in a better position to do this work of placement.

An effective means for performing the functions listed above, and for carrying on such a program of vocational guidance is presented in the following plan for organization. The entire organization might be known as Vocational Bureaus with the following divisions:

1. The Vocational Information and Counseling Division
2. The Vocational Exploration Division
3. The Education Division
4. The Placement Coordination Division

In larger cities these divisions might have a separate head. In smaller cities, the work of closely related divisions would naturally be combined under one head.

Guidance in Small Communities

Principals and teachers in all the smaller schools can be made aware, as they are not now aware, of the vocational guidance problem, of the needs of the boys and girls in this respect, and of how these needs are served in some communities. This can be done best by including in the training of rural and small city teachers and principals an introductory course in Vocational Guidance. Very little vocational guidance service can be expected where there is no county plan of organization and supervision. However, it is possible for a teacher to do valuable guidance work even in the smaller schools.

Vocational Counselling of High School Youth

DAVID W. CANNON, JR., Virginia State College, Ettrick, Va.

I. Point of View

A. Major Concepts:

Counselling is essential for:

1. Effective individual guidance in the group educational system
2. Building and maintaining morale and esprit d'corps of the school
3. Development of a wholesome, preventative character education program
4. Developing integrated and efficient personalities
5. Maintaining academic and social interests of large percentage of students
6. Adequate accumulation of individual records

for post-school use (in college, vocations)

7. Determining pre-occupational courses of study and extra-curricula activities
8. Interpreting to teachers, parents and administrators an objective picture of the student.

B. The Problem

1. Integrating and interpreting the student experiences gained in occupational information, lectures, trips, surveys, tests, etc.
2. Securing adequate interest, training and experience and remuneration of counselors.
3. Organization of program on a dynamic, economical, non-technical basis.

4. Securing the spontaneous, wholehearted interests of students.
- II. The Administration of the Counselling Program
 - A. Some organizations and set-ups
 1. Vocational guidance and counselling in classes. Teachers work with home room classes. Individual conferences.
 2. Part and full time deans.
 3. Adviser Chairman—adviser plan. (The adviser chairman visit advisers, check individual reports, suggest techniques for improvement.)
 4. Counselor—Adviser plan. The school is divided into groups of 25 boys, girls—groups remain intact for 4 years. Teachers are given one free period a day.
 5. Special vocational counselors. School visitor, etc.
 - B. The Counselor
 1. Personal characteristics: Social alertness, broad sympathies, intelligence, good judgment of human nature, tact, ability to readily establish a relation of friendly confidence.
 2. Professional Equipment: A college degree, teaching experience. Background or interest in sociology, economics, psychology, vocations, etc.
 - C. Program of Improvement for Counselors
 1. Study groups
 2. Lectures
 3. Opportunities for research and publication
 4. Attendance at professional meetings
 5. Opportunities for special study and renunciation.
 - D. Counselling Methods
 1. Ascertaining the abilities, aptitudes and needs of pupils by adequate testing program
 - a. Given as part of school entrance requirements, and at appropriate intervals
 - b. Given as out-growth of motivated class interest in vocations
 2. Tabulation, compiling and standardization of records.
 3. Integration of related materials, activities and information concerning the student (scholastic records, vocational interests, rating scales, activities in vocational information classes, etc.)
 4. The personal Interview (at the office)
 - a. Prepare by studying a resume of the students accumulative record.
 - b. See that interview situation is informal
 - c. Establish friendly support
 - d. Recognize the value of several interviews. The time factor is important
 - e. Realize that behavior during interview may not be entirely normal
 - f. Afford opportunities for leisurely but directed conversation
 - g. Be alert to the "halo" effect
 - h. Close interview graciously
 - i. Record impressions immediately
 - j. Compare interview records.
 5. The informal conversational interview
 - a. After school chats
 - b. During recreation or leisure hours
 - c. In the students homes
 - d. Need for preparation and recording of results in the above.
 6. Conferences with other teachers, parents and social agencies interested in vocational selection
 7. Publication of findings and recommendations for curriculum changes in the light of results.
- III. Materials for efficient management of a counselling program
 - A. Accumulative, compact, convenient, and economical forms and records. (see separate forms)
 1. American Council form and manual. Research project of central committee. (Description of criteria reprinted from **Provisional Manual**, October 1930, American Council)
 - a. The record form must show trends of development of abilities and interests.
 - b. It must be based on accurate measures and concrete observations.
 - c. The record must provide a means for recording measures and observations in comparable and meaningful terms, wherever such measures are available, but must at the same time provide for convenient recording and clear differentiation of whatever measures, subjective and non-comparable, may be available.
 - d. The data should appear in a form and order capable of showing their interrelations, and thus presenting a coherent and integrated picture of the individual.
 - e. The record should be capable of quick reading; hence it should be graphic in form in so far as possible.
 - f. The record should be fairly complete for the large mass of "normal" children, requiring auxiliary cards only for extremely atypical subjects, mentally or physically.
 - g. The record should be reproducible, inexpensively, accurately and quickly, such as by photostating.
 - h. The record should be accompanied by a carefully written and amply illustrated manual of directions.
 - i. It should be administratively convenient, showing all available information on one continuous record form and permitting the collection of further data, by auxiliary cards and otherwise, for current use (in connection with the previous record) and

- for periodic sifting and entering on the permanent record.
- j. Since all officers of the school that have to deal with students should have access to all the information that is available on each student anywhere in the school, it follows that the Principal's record and the teacher's record should be duplicates so far as information of permanent significance is concerned.
2. Typical "Small scale" forms
 - a. Virginia State College Personnel Information Blank
 - b. Others
 3. Reports for recording consecutive interviews.
 4. Blanks for arranging interviews.
 5. Hand books for counselors (See Va. State Hand-Book by D. A. Wilkerson).
- B. Comprehensive and economical tests
1. Otis Group Intelligence test—Manuals
 2. National Intelligence Tests
 3. Sones-Harry Achievement Tests
 4. Iowa Placement Tests, etc.
 5. Woodworth Personality Inventory
 6. Pressey X-O Emotional Stability
 7. Seashore Musical Aptitude Tests
 8. Stendquist Mechanical Ability Tests, etc.
 9. Range of Information Tests
 10. Vocabulary tests
 11. Extroversion Introversion Tests
 12. Ascendance submission Tests (Allport)
 13. Vocational choice inventories (Strong Interest Blank—Kitson Interest Blank, etc.)
 14. Other tests for investigating personality factors, general and social intelligence, etc.
- C. Adequate Rating Scales (see additional materials).
- D. Catalogues, contemporary magazines and a few select books (see bibliography).
- E. Portfolios, cabinets, files and other devices for efficient handling and storage of materials.
- IV. Summary and Bibliography
- A. Negroes special need for counselling and guidance. (Special economic and social problems).
 - B. The Educational and Social Significance of individual guidance and counsel in the New Era.
 - C. Bibliography
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 4. Catalogues

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- Acknowledgments:
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The Placement of Junior Negro Workers

DR. MARTIN D. JENKINS, Delphi, India

Various aspects of the guidance program have been covered by the previous speakers. We have now to consider the end-point of all guidance—the objective of all our counselling, our occupational analyses, our

individual analyses; the problem of finding a job and becoming adjusted to the job situation.

There is no need to emphasize to this group how tremendously important is the matter of finding em-

ployment and how serious the problem of making a living has become for our racial group. Various indices such as number of persons unemployed and number of persons on relief reveal that the Negro is being increasingly displaced in the employment situation. When we consider the implications of widespread unemployment, what it means to the race not only from the economic standpoint, but also socially, there is no question but that there is a definite challenge to Negro leadership and especially is there a challenge to Negro educational leadership.

I think a meeting of this kind is a logical place to evolve broad bases for action through a process of group discussion and group thinking. And so I want today, to emphasize principles rather than the methods of finding jobs. In order to facilitate the discussion which I hope shall follow this paper, I am going simply to discuss several questions which, to my mind, are basic to the problem of junior placement. It should be distinctly understood at the outset that my answers to these questions are not "right" nor final; they represent, rather, one man's point of view.

Questions Basic to the Problem of Junior Placement

1. **Is placement logically a part of the vocational guidance program? Should the high school assume the responsibility of finding jobs for its graduates?** Placement may be regarded (1) as an integral part of the vocational guidance program or (2) as a separate but co-related activity. Although many secondary schools maintain a placement service, in actual practice most schools do not include placement in their guidance programs.

Schools which train their students along narrow vocational lines bear a distinct responsibility for the placement of their graduates. I doubt, however, that the secondary school should ever undertake to place all of its graduates. If the secondary school ever undertakes to find jobs for all its graduates there will be an oversteering of the vocational objectives, and a consequent underemphasis upon the social objective, of secondary education. There is the danger of permitting employer psychology or job requirements, rather than the educational needs of boys and girls, to dictate the content of the curriculum and our philosophy of education.

These observations apply to secondary schools in general. The Negro high school, however, is faced with its own peculiar problems. Despite the very real inherent dangers, the Negro high school is obliged to take a hand in the placement of its graduates. Every agency which can, must assist Negro youth to obtain jobs. And the school is an especially strategic position to participate in this program.

2. **Should the school endeavor to find jobs for junior workers when older workers who are more in need of employment are without jobs?** This question looms more important today than it will after the economic situation has cleared up. We must shortly, I believe, evolve a social-economic organization which will provide work for all members of the community.

Meanwhile, however, we have an actual situation confronting us. Were we to allocate jobs on the basis of present economic need of unemployed individuals, certainly the mature adult with family responsibilities would receive first consideration. We have, however, to take a longtime view of the situation and consider not only the future economic well-being but as well the psychological needs of the unemployed. One of the most tragic aspects of the depression is that of unemployed youth. There is coming along, in this country, a generation of boys and girls who never have been gainfully employed. And these youths have developed habits and attitudes which are inimical to the future well being of society.

We cannot afford, in view of the psychology that youth is developing, to neglect junior workers in our placement of workers. We should make every effort to place boys and girls in such jobs as they can fill.

3. **Should the school attempt to open up new avenues of employment?** It is at this point that the school can render its greatest service. By preparing boys and girls to enter the newer occupations by soliciting employers to use capable Negroes where they have not been used previously, and by encouraging Negro youth to exploit business opportunities within our racial group. The school can go a long way towards establishing Negroes in "new" occupational fields. Especially should this latter point be stressed—getting boys and girls to appreciate and to take advantage of the business opportunities which exist within our own racial group.

4. **Should the school place pupils in "blind-alley" jobs, i.e., jobs with no educational content and with no promotional possibilities? Should the school be a party to the exploitation of junior Negro workers?** Junior workers often are employed because they can be obtained at a lower wage than can adult workers. Likewise, Negro workers often are used because they can be obtained at a lower wage than can white workers. Thus the junior Negro worker is often doubly exploited. The Negro high school attempting placement will be called upon to furnish junior workers at inexcusably low wages. I think the school should meet this situation by a tactful refusal to cooperate in the exploitation of labor and by an effort to educate the community up to the idea of paying a decent wage to competent labor.

The school must face also the problem of the "blind-alley" job—the job which leads nowhere. Perhaps most of the positions open to junior Negro workers are of this type. I think the dangers of the "blind-alley" job have been overstressed. These jobs exist in large numbers and must be filled. If our counseling programs are at all effective, boys and girls will recognize the nature of the "blind-alley" job. And we must recognize that we have large numbers of "blind-alley" boys and girls as well as "blind-alley" jobs.

5. **Should the school construct its curricula to conform to occupational opportunities?** No problem in

Negro education has occasioned such widespread differences of opinion as has this one. Fundamentally, I think, the aim of education should be to permit children to learn how to live, through living, rather than to train children to make a living. If we could teach children the specific skills needed in specific occupations, if we had reliable techniques for indicating just what occupation a child is best fitted for, if we had a static occupational situation in which we could predict the occupational pattern of a decade hence, if all occupations required a long, formal period of apprenticeship or training, we might well consider constructing our curricula to prepare children for specific occupations. But none of these conditions obtain. Consequently we simply cannot permit the content of our curricula to be dictated by job opportunities.

I believe, however, that the school should familiarize children with the occupational picture through courses in occupations and try-out courses, and that it should provide facilities for trade training in a limited number of occupations.

I want to make clear my position here. Vocational education for our group is vitally important. We need to build up a reservoir of skilled labor, and, since opportunities for apprenticeship training of Negro youth are so limited, we must do it through the schools. But we never can nor ever should endeavor to train all youths for some specific occupation.

Organization and Techniques of Placement

And now a word as to techniques—the mechanics of the placement program. Every locality has its own peculiar problems, consequently the nature of the placement organization and the methods used will differ from situation to situation.

The administrator who wishes to institute a placement program is faced at the outset by the problem of whom shall do the work. In these days of rigid retrenchment in educational matters it is almost out of the question for most schools to assign a full-time worker to placement work. We are left, then, with three other possibilities: (1) placement as an extra-curricular activity on the part of some willing staff member whose teaching load has been reduced; (2) placement carried on by the principal. Neither of these alternatives is "best." Any one of them might prove the most feasible in a given situation. A good deal depends upon the personality of the individual who is to do the work.

The chief problem of the placement set-up, of course, is that of finding jobs. The function of the agency is to act as a clearing house for calls for employment and to go out into the community and uncover new opportunities for employment. Every type of work which high school boys and girls may do must be sought out.

Ways of finding jobs may be outlined as follows:

1. By means of direct contacts with employers.
2. As a result of former placement.
3. Through the contacts of former students and of faculty members.
4. By careful study of "Help Wanted" advertisements in the newspapers.
5. Through cooperating agencies such as Public Employment Offices, Industrial Commissions, political organization, the Urban League and business men's organizations.
6. Through placing well-trained boys and girls and developing in the community a habit of turning toward the school for aid.

Findings of The Industrial Arts Section

J. C. EVANS, Mechanic Arts Department, West Virginia State College,
Institute, W. Va., Chairman

- I. The program of this section centered around these items:
 - (a) Trends in Vocational Education
 - (b) Details of a training program in one Vocation—Plumbing
 - (c) Technological and Vocational aspects of the present Federal program.
- II. Trends in Vocational Education:
 - (a) **Theme:** A most significant pointer on the present trends is the fact that this 32nd session of the N.A.T.C.S. has treated the theme: "The Education of the Negro For the Creation, Development, and Proper Use of Diversified Vocational Opportunities."
 - (b) **Diversity:** There is found in present practice a promising change from the older units of brickmasonry, carpentry and painting, to the more diversified form of training program embodying any and all crafts which have

practical and educational significance in modern civilization.

- (c) **Renaissance:** A marked renaissance in Vocational and Industrial arts work is now observed in the border states from the Chesapeake Bay to the Mississippi River.

- III. Detailed Study of Plumbing shows almost total lack of Negro plumbers of first class rank, but no insurmountable difficulties in providing training in this essential trade.

- IV. Present Federal Program—Import

- (a) It is held that the present federal activities are definite markers on the beginning of a technological epoch which will change civilization through the use of applied science in everyday life to an extent almost beyond our powers of conception.
- (b) **Middle Class:** There are evidences of vast

opportunities in the near future for technicians who will occupy the area between the skilled artisan and the engineer,—an area for which our present facilities may well be used in the training preparatory to more specialized technical training.

(c) **Educators:** Educators from the kindergarten through college may contribute to the formation of a stable middle class of productive technicians by interpreting to students the vast significance of the changes now evident in our national life.

Department of School Principals

W. A. ROBINSON, Principal, Laboratory High School, Atlanta University,
Atlanta, Georgia, Chairman

REPORT—JULY 31

The Chairman began the meeting by recounting for the group a brief historical sketch of the procedure followed to initiate such a group of principals. He then read to the group the outline for the subject under discussion. The points receiving the most attention in the panel discussion were as follows:

I. National organization would be ineffective unless strong state organizations exist.

There exists a necessity to make school principals "department-minded" as to common interests. Interests of principals can be best served by organization.

II. Negro schools are developed to an extent necessitating organization of principals. The Negro principal has an unlimited amount of freedom allowed by boards of education.

(The discussion in which all members participated centered around the advantages and disadvantages of this condition in regard to (1) the principal and (2) to the child. An organization in which the successes and failures of members as a result of this condition could be made known to and passed on to the members which would be an advantage in their attempts to solve problems as met in their particular communities. This discussion was prematurely ended by a question concerning the fee and bulletins proposed in the outline of which mimeographed copies were distributed to those attending.)

Professor W. A. Robinson was elected Director of the group. The following motions were carried:

1. That the Director of the Department be empowered to appoint an Executive Secretary, such committees as he thinks are necessary for maintaining the organization.

2. That the fee for membership in this department be fifty cents (.50) a year.

Adjournment.

AUGUST 1

The Director opened the discussion by introducing the members of the panel and by thanking them for their presence.

The Contributions of the various members of the panel were as follows:

I. Old conception of guidance had as its purpose the finding of a job for the individual child. Guidance should lead to occupational choices, learning activities, and social adjustments. The guidance program should be adapted to the need of local communities.

II. In Negro schools very little organized guidance and consequently no guidance teacher. No Negro college offers a degree in guidance. The best time to begin guidance is the beginning of the junior high school period. All children should be guided in order that the school realize the aims of Education. The size of the school should determine whether a guidance teacher is employed. In the smaller schools the principal could assume the responsibility for guidance, and in the larger school it would be better that a guidance teacher be employed. All teachers should have some training in guidance in their preparation for the profession. The same guidance should be given to both colored and white children living in similar social and economic situations.

III. The principal should not be held responsible for the guidance activities, but the person best fitted should be used in that position. The guidance program may be a burden in schools as far as record-keeping is concerned on account of the principal's regular work, excess teaching loads, and absence of clerks for office work. The child should not be made to feel that guidance is attempting to make a specialist of him. In the present condition each should have a part in the guidance program.

IV. Guidance should be initiated upon the child's entry in school. Elementary program activities would be used in determining the aptitudes of students. In some Florida schools persons engaged in the professions and trades address young students and discuss with them advantages and disadvantages of their occupations. Essay-writing is used to determine aptitudes. Where no guidance is injected into English and Social Science courses, vocational information rather than vocational guidance is given. Guidance demands activity.

V. There exists some confusion as to the purpose of guidance. Efforts in guidance should find what the student can best do and in what he is most interested. Self-study on the part of the student should be encouraged with these purposes in mind. Economic opportunities, income and fields closed to Negroes should be indicated by guidance. The schools should develop superior persons to engage in occupations in which few or no Negroes are found. There should be, however, no over-production of these persons. Guidance may be a hindrance to the bright students whereas the sub-normal groups exhibit a need for such activity. There is a large group of sub-normal Negroes

as a result of their limited educational opportunities. There is a need for a study of Negro life and this information should be widely distributed. Guidance is hindered by the lack of funds and parental indifference. Guidance should be awakened and made responsive to child life. The lack of tests based upon Negro life indicates a need for such tests especially designed for Negro children. Principals should organize a committee of faculty members and parents for this guidance program.

VI. The guidance activities should revolve about two groups; namely: those who go to college and those who do not. In local communities a questionnaire-survey of occupational opportunities should be made. Children should be educated for the eradication of prejudice towards certain occupations.

Resume: The entire group agrees that there are very definite aspects of Negro life—economic, social and educational—that make for special problems for the guidance of Negro children. The principal should be the key man around whom the entire guidance program revolves. However, an expert working in harmony with principals, would be invaluable. Colleges for Negroes should offer courses in guidance to potential principals.

Problems suggested for the Panel discussion on the subject: **How a Department of School Principals can Serve the Interests of Negro Schools and how such a Department should be Organized.**

1. Have the Negro schools reached the point of development where organized action of school principals on a national basis is worthwhile?
2. What are some of the situations and conditions that can better be met by organized activity?
3. Can organization facilitate the chance for one school or one school man to help another? Can this be done as easily and as widely without organization? What are some of the other possible advantages of organization?
 - (a) National contests and other activities open to Negroes or that might be opened to Negroes by the organized action of the Department.
 - (b) Often Negroes are left out of activities by pure oversight and probably more often by design—where our inclusion would be expected to raise problems which sometimes are only bug-a-boos. These activities are the contacts that make high school children think beyond the confines of locality and sometimes of race. Our children should have a chance and an impetus to enter such activities.
 - (c) Because no national means of contact is now available, many ideas that should pass among us can not.
 - (d) There are many national movements making programs for school children. For the most part these movements do not place Negroes on their planning committees. The advantage of having Negroes placed on these committees

would be that the interests of Negro children and Negro schools would be more largely considered. A national organization could suggest that Negroes be placed on committees and that Negro schools be considered in the programs of these organizations.

- (e) If our principals can be organized there is no doubt that the membership of the National Association of Teachers in Colored Schools will be boosted.
4. Would a national organization of school principals be made more effective by some means of regular communication among the members? It is suggested that a regular bulletin, mimeographed to begin with, and not attempting to carry professional articles but only to carry news briefs and to disseminate ideas among the principals from one central location, and of special interest only to school principals just as the publications of the Department of Secondary School Principals or the Elementary School Principals of the National Education Association are focused on the special interests of the members of the particular department rather than upon the interests of the membership generally of the National Education Association.

Such a bulletin could be compiled and mailed out five or six times a year to the membership for a special Departmental membership fee of not more than fifty cents and the correspondence of the Department be taken care of at the same time. Such matters as lists of schools on the Southern Association list which ordinarily go only to the schools on the list could be mailed to all member principals and helpful informational data from many sources could be compiled and sent out to member principals from Departmental headquarters.

5. What form of organization would be most helpful? It is suggested that the organization be rather simple to begin with. A paid membership that may or may not belong to the National Association (but who preferably would and whose connection with the National body would be constantly encouraged). A membership card with the Department issued to each member principal upon payment of fees. A director elected by the membership who would serve somewhat as an executive secretary, would compile the Departmental bulletin and send it out to the membership along with other material sent in by members or by those who wish to contact members.

Standing Committees for the Department:

1. Program Committee
2. Findings Committee (Member in each state if possible)
3. Other Committees

Members of the Panel:

W. A. Robinson, Principal, Atlanta University Laboratory School, Chairman;
E. R. Rolfe, Tampa, Florida;

Wm. Augustine Perry, Editor, "School Work" official organ of the Palmetto Teachers Association, Columbia, South Carolina;

C. W. Coggs, Superintendent Negro Boys' Industrial School, Pine Bluff, Arkansas;

J. T. Wiggins, Principal, Practice High School, Florida A. and M. College;

J. L. Jones, Principal, Webster Parish Training School, Minden, La.;

G. T. Cook, Madison County Training School, Madison, Florida;

A. J. Pope, Bethune Cookman-College, Daytona Beach, Florida.

Department of School Supervision

MARY FOSTER McDAVID, Dept. of Education, Montgomery, Ala., Chairman

On Wednesday, July 31, 1935, the following topics were discussed by these persons:

Effective means of Guiding the High School Pupils into Desirable Traits in Initiative, Dependability, Confidence and Punctuality, by Mr. S. J. McDavid, Principal of the Autauga County Training School, Alabama.

He emphasized freedom for children's group discussion in working out projects in connection with school activities. Example: Certain classes having devotion, with a chairman selected by the group. He also mentioned, group study in working out classroom projects; laying playgrounds, writing of plays, etc.

His main thought was—that if children are granted freedom to create, that alone mentioned traits will be more indelibly stamped upon their hearts.

In the absence of Mr. M. H. Griffin, Mr. John S. Hill, Supervisor of F.E.R.A. Schools 5th district, Florida, discussed "The New Vocational Program as it Affects the Adults." In this report he commended the government for giving the F.E.R.A. teachers an opportunity to study in the various summer schools of the states. He then discussed his problems in training the adults according to their environments and occupations. Example: Teach miners, mining mathematics. Judging from his report, the adult program for 1935-36 will be quite an improvement over the one during last

term.

On Thursday, "Ways in Which Elementary Schools May Offer Opportunity for Creative Work," was discussed by Miss Zelia V. Stephens, Shelby County Jeanes Teacher, Columbiana, Alabama. She used for her text: "In the beginning God created heaven and earth." Since this beautiful example of creative work was set by the greatest of teachers, we as teachers must follow by providing for the development of creative work in elementary pupils.

These are some of the means she recommended for such development:

1. Organization of material in terms of large units.
2. Supervised reading.
3. Encouragement of poetry-writing.
4. Expression through drawing.
5. Club work, allowing freedom of choice in material, etc.

She emphasized traits pertaining to character building such as, honesty, loyalty, truthfulness, faithfulness, politeness, promptness, and occupying time in worth while activities. She closed her discourse with Paul's advice to Timothy: "Think on these Things."

The general aim of both sessions seemed to have been to "Accomplish some great end."

Total number attending sessions thirty-five.

Department of Visual Education

MRS. R. J. GRAY, Teacher in Charge of Visual Instruction, Washington, D. C., Chairman

The Department of Visual Education assembled in room 319 of the Administration Building. Inaugurating the department by President G. C. Wilkinson. Paper—"Visual Instruction—Its Scope and Value," Mrs. Rebecca J. Gray, Washington, D. C.

A very interesting demonstration was presented by Mr. A. R. Goddard of the Keystone View Company. A group of pre-school children was used in the demonstration using stereoptican glass slides in the teaching of reading. Careful technique proved that all subjects could be taught by visual means. The group discussed the results of the demonstration and voted that visual education be placed in the public school systems as a necessary means of teaching.

Edith M. Lyons, Administrative Principal, Morgan Demonstration School, Washington, D. C., gave an in-

teresting story depicting the history and development of the School Museum of the Morgan Demonstration School.

Thursday. A geography demonstration was given by Mr. Goddard. Mrs. Theresa C. Alexander, Washington, D. C., discussed "The Value of Visual Aids by Vocational Training." To follow this up a "talkie" was presented, "Choosing Your Vocation." Motion pictures showing May Day activities of the children of the District of Columbia colored schools were shown; these films were taken under the Department of Visual Instruction, Divisions 10-13, Washington, D. C.

The following officers were elected: Chairman, Mrs. R. J. Gray, Washington, D. C., Visual Instruction; Secretary, Mrs. B. L. Williams, Teacher of Jordan Elementary School, St. Petersburg, Florida.

Report of the Committee on Citizenship

I. J. K. WELLS, State Supervisor of Negro Schools, Charleston, W. Va., Chairman

At the 1934 session of the National Association of Teachers in Colored Schools, the Association recognized that Negro education was most seriously handicapped in those localities of our country in which the Negro was not a participant in the suffrage of the state, city or county, supporting the schools where Negro children are trained. Accordingly, this committee was set up to make a study to ascertain how improvement may be made in order to achieve larger and continued support for Negro education.

ORGANIZING NATIONAL COMMITTEE

In order to secure needed information on the problem set forth in the above paragraph, this committee, appointed at the last session to study these problems, sought to set up a National committee, with state chairmen in the several states, and city chairmen in the larger urban centers. During the past year we succeeded only partially in erecting a not well-knit organization.

I. Method of Study. A. Exchange of Letters. B. Personal Interview. C. 300 questionnaires, the same as the one given in this report were sent out to newspapers, civic leaders and educators of the Negro race.

II. Revelations of Study. A. *Difficulties*. There were a number of difficulties: 1. Lack of funds with which to prosecute the work. 2. It seems that a number of leaders were afraid to participate in the service. 3. A number of questionnaires were, apparently, "misplaced" on purpose. 4. Results were received from only six states.

B. *Infer With Caution*: The material herein, in many instances, represents the opinions of those who filled out the questionnaire, or opinions secured from political and civic leaders in the several states. Great care must be taken, therefore, in drawing inferences from the study. B. The Texas Negro and the North Carolina Negro, in the order named, seem to have taken greater interest in securing the ballot for Negro Citizens in their state. (Throughout Texas, Negroes contributed to help support the R. R. Grovey case in which the Supreme Court recently decided that the Democratic Party had the right to select members to participate in its Primaries.)

D. *Interest*: As may be seen from the report Negroes who vote in the southern states are an exceedingly negligible percentage of the Negro population and there is a great deal of indifference on the part of the Negro with respect to improvement.

E. *Leadership*: The ministry, though weakening, still dominates in the south, as is seen from reports received. There exists no definitely organized force whose purpose it is to gather information and disseminate propaganda favorable to the growth of suffrage on the part of the Negro.

III. General Recommendations. A. *Development of Leadership*: 1. We recommend that the National Association of Teachers in Colored Schools seek to establish some agency or to stimulate existing agencies to develop organized leadership, and to disseminate information collected and to otherwise help secure for the Negro a wider use of the ballot. B. *Development Examples*: 1. Certain localities are more favorable to development than others. The committee, therefore, recommends that in such localities special effort be made to aid the Negro in developing these places where good examples might be set up so that southern localities might modify their attitude toward Negro suffrage.

C. *Further Study*. 1. The committee had not the time to discover present day thinking of Negro youth nor the present day thinking of white youth nor what these two groups are being taught in the school system today with respect to Negro suffrage. 2. It has not made an approach to the problem through regular inter-racial machinery. 3. It has made no study of what might be considered a good plan of attack to aid in securing suffrage rights. 4. It has not been able to ascertain what sections of the country have intrenched themselves. The committee therefore cannot pass this information along for consideration by our youth of today. There is a need of further study concerning these and kindred problems.

The committee, therefore, recommends the continuation of this committee and also an enlargement of the same so that further study may be made on these and related problems.

Outline of Questionnaire Used in Study

To secure information of problems and practices incident to securing rights and privileges for Negroes in the Southern States

I THE STATE

Population—Negro—White

Registered Voters—Negro—White

II THE CAUSES OF CESSATION OF VOTING DURING RECONSTRUCTION DAYS

a. No. Ceased Voting—b. Reasons for Cessation.—

c. No. Continuing to Vote.—d. Reasons.

III PRESENT LEADERSHIP—(Those who have ear and express wish for masses)

a. Relative Strength of that Group, whether first, second, or third and number in the profession—(Group—Ministers, Fraternalists, Educators, Lawyers, Physicians, Business Men).

b. Source of power of leadership (Check which)—

1. Strong personality. 2. Wealth. 3. Character.
 4. Ignorance of masses. 5. Other reasons.
- IV PRESENT ORGANIZATION
- a. Number of political organizations
 - b. Name, type, (State, City, County or District)
Location and Membership of organization
- V RECENT POLITICAL TRENDS
- a. Registration increased or decreased and per cent
 - b. Voting increased or decreased and per cent
 - c. Laws affecting Negro Suffrage and when passed
 - d. Regulation affecting Negro Suffrage and when passed.
 - e. Political Office Held by Negroes—
 1. Federal
 2. State (Appointive or Elective)
 3. County—(Deputy Sheriff, Constable, Justice of Peace, Member School Board, Janitors, Miscellaneous)
 4. City or Town (Name city or town in each case) (Police Judge, etc.)
 - f. Attitude of white leaders concerning
 1. Education—a. Aggressively friendly. b. Favorable. c. Indifferent. d. Hostile
 2. Political Advancement—(Check same attitudes)
 3. Religious Improvement. (Check same attitudes)
 4. Cultural Advancement—(Check same attitudes)
 - g. Attitude of Negro to Political Advancement
 1. Ministers. 2. Lawyers. 3. Medical Profession. 4. Teachers. 5. Business Men. 6. Masses (Check each of these as to whether—
a. Splendid. b. Anxious but afraid. c. Indifferent. d. Asleep).
- VI EFFORTS OF NEGROES TO SECURE SUFFRAGE (Large or small)
1. By registration. 2. By court or legal efforts.
 3. Attending County Conventions, State Conventions, National Conventions. 4. Participation in National Elections, State Elections, State Primaries, City or Town Election, Bond Issue Votes, County Elections. 5. By propaganda (Method, duration, result or Reactions).
- VII PROBLEMS TO OVERCOME IN SECURING BALLOT.

Report of Committee on Necrology

INEZ LABAT, New Orleans, La., Chairman

Realizing the importance of the work of teaching and the faithful and efficient service rendered in that field by those of our number who have passed since we last assembled in this capacity, it is befitting for us to pause for a brief moment at least to pay a tribute of respect to their memory.

Their lives and service while they were with us were such as to justify all of the honor we can do their memory. That they wrought well in their day, many of us can testify.

After all, it is not how long one lives that counts, but what and how much he does while he lives. Methuselah lived, we are told, 969 years, which according to history, both sacred and profane, is the longest life ever lived by man, and yet about all that is recorded of him is that he lived 969 years and died.

As a contrast, Christ lived only 33 years, yet during that brief period he set in motion influences that will ultimately revolutionize the world.

Although these our co-laborers have passed to their eternal reward, they shall ever live in the hearts and minds of hundreds and possibly thousands of those whose lives were moulded and directed into channels of usefulness.

Best of all, these our departed comrades were christians, and I hold there should be no other kind of teachers, for the education of the youth is not safe in the hands of those who have not sat at the feet of that greatest of all teachers, Jesus Christ, the righteous.

As such, I am sure, they did not only endeavor to develop scholars, but ideal personalities realizing that

the mind and soul are inseparable. One has well said—"The soul of education is the education of the soul."

The teacher's road is not always smooth, but on the contrary it is often very rough. His or her task is not always easy, but more often hard and exacting.

Teachers constitute a class that is usually overworked and underpaid.

There is considerable discussion going on in the United States Congress at this time relative to the matter of old age pension. I wish to say in this connection that in my opinion, there is no class of workers, public or private, more deserving of old age pension than that of school teachers who have done their duty.

Lord Nelson when setting out to attack the French and Spanish fleets off Trafalgar, a cape at the entrance of the Strait of Gibraltar, as you remember, sent the famous signal to his soldiers—"England expects that every man will do his duty." And history tells us that the English fleet was completely victorious over the combined fleets of France and Spain, though Lord Nelson was mortally wounded; and just before dying on the afternoon on the same day he said, "Thank God I have done my duty."

Nothing greater can be conscientiously said by any person at the end of life than, "Thank God I have done my duty."

Finally, notwithstanding the many difficulties and disadvantages under which, I am sure, our fellow workers now gone often had to labor, they, nevertheless, continued to devote themselves to their tasks

in such manner that when their final day's work was done, they could say with the great apostle of old—

"I have fought a good fight,
I have finished my course,
I have kept the faith."

In loving memory we inscribe their names in our archives:

Alabama

W. C. Davis, Birmingham; H. A. Knox, Praco; Maggie W. Pearson, Praco; Lovelee Sanders, Summit; V. H. Sawyers, Rosedale; H. W. Thomas, Trussville, M. Wilkerson, Birmingham.

Arkansas

Martha Murphy, Little Rock; Luella Shepperd, Fort Smith; Bessie Stevens Thornton, Little Rock.

Delaware

Grace E. Young, Slaughter Neck; I. W. Howard, Wilmington.

District of Columbia

Arnetta Banks, Miss A. J. Bruce, A. B. Colman, Mrs. J. L. Harley, Mrs. M. E. Jones, Miss H. B. Maxwell, Mrs. E. H. Roberts, Miss M. E. Smith, Miss F. O. Talbot, Miss H. V. Webb all of Washington, D. C.

Florida

Katie Blake, Jacksonville; Charles H. Chapman, Tallahassee; C. Christine Gaddy, Webster; Esther Johnson, Tallahassee; Serens Bawks Peck, Tampa; Clarice Pinckney, Jacksonville; Mabel Cox Sands, Jacksonville; Syrlaney Sheehy, Tampa; Inez Dabney Thompson, Leesburg; Linnie Tolbert, Jacksonville; Laura Griffin Watson, Pensacola.

Georgia

Clarence Bridges, Atlanta; Jancey DeVaughn, Atlanta; S. L. Harris, Athens; William Jones, Statesboro.

Indiana

Frankie Ragland, Gary.

Kentucky

Emma J. Blanton, Frankfort; Ed Davis, Georgetown; George Mance, Paris.

Louisiana

Dotsy Bailey, New Orleans; Josie Evans, New Orleans; Leon B. Vignes, New Orleans; Cora Lee Vinet, New Orleans.

West Virginia

Lawrence Drew, London; Ethel Brown Leftwich, Montgomery; Mrs. M. A. W. Thompson, Hilltop; Nettie Wingfield, Vivian; Mary Scott Young, Kimball.

THIRTY-SECOND ANNUAL MEETING N. A. T. C. S.

(Continued from Page Five)

structed to pay the Jarrett Printing Company \$129.00 on printing account).

3. A motion prevailed extending thanks to President Garnet C. Wilkinson, the Executive Secretary, and Mrs. Lucinda Y. Sanders for services rendered during the year.
4. Pending the action of the Delegate Assembly on ratification of the loan agreement, the Trustees

agreed to meet in Atlanta, Georgia, November 2, 1935, for the purpose of setting up a budget for the year; the Association to operate under the present budget until that time.

Delegate Assembly

The Delegate Assembly met in final business session Friday morning, August 2nd. After hearing and approving reports of committees heretofore referred to, the Assembly amended the report of the Trustees by substituting for the proposed loan of \$5,000.00 the following:

"That the officers of this Association are hereby authorized and instructed to immediately make a campaign for life memberships at \$30.00 each, to be paid in installments; provided that any persons electing to pay the whole of his life membership prior to January 1st, 1936, may receive a reduction of \$5.00 on such membership.

The Montgomery Plan of Membership was finally approved and the Executive Secretary was instructed to notify all State Associations of this action.

The Delegate Assembly approved the action of the president in creating the following Departments of the Association: Guidance; Handicapped Children; School Principals; Visual Education.

The Departments of Parent-Teacher Associations and of Library Science were created.

Miss Fannie C. Williams and Mrs. Mary McLeod Bethune were certified as accredited delegates to the Educational Conference to be held in Mexico City in August.

The following special resolution was adopted:

"Whereas, the National Association of Teachers in Colored Schools now in regular annual convention at Tallahassee, Florida, has learned that a bill now pending in the Congress of the United States is to be passed providing for the preservation of historic places in the United States; and

"Whereas, the Frederick Douglass Memorial and Historical Association was, on or about the year 1900, duly incorporated by Act of Congress, and holds title to the fifteen acres of ground on the Douglass home; and

"Whereas, efforts have been made with great sacrifice to keep this place as a permanent shrine of historical and educational value; now therefore

"Be it Resolved, that we, the National Association of Teachers in annual session assembled, do hereby respectfully request and petition the authorities having this legislation in hand to include the said Frederick Douglass Memorial and Historical Association as a project and make it one of the beneficiaries under the provisions of the Act of Congress above referred to, known as AN ACT FOR THE PRESERVATION OF HISTORIC AMERICAN SITES, BUILDINGS, OBJECTS, AND ANTIQUITIES OF NATIONAL SIGNIFICANCE, (Bill S. 2073).

For this and such other and further relief deemed just, right and proper in this connection we shall earnestly pray."

Editorial Remarks

This issue of the Bulletin is the first to be published under the Montgomery Plan of Membership. It contains a full account of the annual meeting at Tallahassee, Florida and includes most of the addresses and reports made at the convention. It is a valuable contribution and should serve as a guide to those who are interested in the "Education of the Negro for the Creation, Development, and Proper Use of Diversified Vocational Opportunities." Additional copies may be obtained from the Executive Secretary at 25c per copy.

The Montgomery Plan of Membership as adopted at Tallahassee requires that states participating in the Plan collect from each of their members 50 cents, the same to be forwarded to the Executive Secretary of the National Association of Teachers in Colored Schools, together with a list of the full membership of the state or local association immediately after their annual meeting. All members of states participating in the Plan will receive four issues of The Bulletin each year without additional cost. The president and secretary of such associations automatically become members of the General Council of the N. A. T. C. S. Local associations and faculties of schools in states not having associations may avail themselves of the Montgomery Plan of Membership provided that each member of the local association or faculty pays the fee of fifty cents to the Secretary of their local association or faculty, the same to be forwarded to the Executive Secretary of the N. A. T. C. S., together with a list of its members. The Plan seeks to make membership in the N. A. T. C. S. identical with membership in State associations, local associations and faculties.

The increase in membership brought about by the adoption of the Montgomery Plan will necessitate an increased expenditure in publication of The Bulletin and operation of the National Association. The reduced fee makes it imperative that every teacher in Negro schools affiliate with the N. A. T. C. S. The unification of all educational interests of Negroes in one big Association will make an effective agency for the promotion of the educational interests of Negroes

in America. The Plan further emphasizes the importance of securing a large number of life memberships to create a reserve fund for the operation of the Association. The goal this year is 10 additional life memberships from each state. As stated elsewhere in this issue, all persons who will pay a life membership of \$30.00 before January 1, 1936, will receive a rebate of \$5.00, making the cost of such membership \$25.00.

The Association adopted a definite policy of cooperation with Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, U. S. Office of Education, in a follow-up of the National Conference on Fundamentals in the Education of Negroes, held in Washington, D. C., May 1934. The first step in this cooperation was the holding of a Preliminary Conference on Rural Education by the Department of Rural Education of the N. A. T. C. S. at the Tallahassee meeting, headed by Dr. H. A. Hunt of the Farm Credit Administration, Washington, D. C., assisted by the Director of the Rural Department and others. Other follow-up conferences will be held from time to time. It is the desire of the Association to give its united support to Dr. Caliver and the U. S. Office of Education in the study of problems affecting the education of the Negro.

Attention is called to the advertisement of typewriters on the cover page of this issue. Mrs. Theodore F. Rutherford, the agent for these typewriters, is a graduate in business administration and has rendered conspicuous service as a teacher in the West Virginia State College and in the interest of the N. A. T. C. S. For several years she has audited the books of the Association at a nominal fee which in no way was a charge or compensation for services rendered.

The regular publication of The Bulletin warrants the solicitation of advertisements from business concerns, schools and colleges. A special low rate for such advertisement will be given to those interested.

Report of Committee on Elections

W. T. B. WILLIAMS, Tuskegee Institute, Ala., Chairman

The Committee on Elections report the following officers elected:

President—R. E. Clement, Louisville, Kentucky;
Regional Vice-Presidents: Region No. 1—J. L. Jones, Minden, Louisiana; Region No. 2—A. J. Polk, Orlando,

Florida; Region No. 3—C. A. Johnson, Columbia, South Carolina; Region No. 4—Miss Mary L. Williams, Charleston, West Virginia; Region No. 5—Mrs. Willa C. Mayer, Washington, D. C.; Region No. 6—T. W. Grisom, Langston, Oklahoma; Treasurer—W. D. Miller, Bluefield, West Virginia.

LETTER TO LOUISIANA TEACHERS

A Plan to be Presented to the State Teachers Association

Dear friends, I have made a survey among the Negro teachers of Louisiana, and found that quite a number of the teaching force are on the verge of discontinuing their membership for the want of the association to present a progressive and aggressive plan whereby its members may be encouraged in paying the association fees for a beneficial purpose and for security. In fact, they are desirous of a "NEW DEAL"—and this must take place not later than our next meeting.

I have held conferences with several of the leaders, and the plan I am submitting to you, with further enlargement, will be presented to the Association in November. The leaders think well of the plan. They have endorsed it and encouraged me to go ahead with it. I, therefore, appeal to you to give the following plan your immediate and careful consideration—not because it comes from your humble servant, but because, if it materializes it will give the Negro Teachers of Louisiana a nation-wide credit. It will prove of untold benefit to the aged teachers, and an inspiration to the younger group.

The plan has been endorsed by the Rapides Parish Teachers' Association, the Eighth District Teachers' Association, comprising fourteen parishes, and by leaders of both races.

THE PLAN

The plan, to be worked out for presentation, will embody two main features:

FIRST, the securing of a permanent domicile for the property of the State Teachers' Association, said domicile to be a two-story building erected on the campus of Southern University.

SECOND, the pensioning of aged teachers who have rendered twenty-five or more years of continuous service, whether in private or public schools. The plan has also features whereby \$25,000 or more can be raised as a trust fund for pension purposes. The said funds would be entrusted to the following persons:

1. State Superintendent of Public Education
2. President of the State Board of Education
3. President of Southern University

4. President of the State Negro Normal
5. President of Leland College
6. President of Dillard University
7. State Agent for Negro Schools

There would also be created a commission of five members, as follows:

1. Executive Secretary of the State Teachers' Ass'n.
2. President of the State Teachers' Association
3. Editor of the Journal
4. A supervising teacher
5. A high school principal

Please let me hear from you by return mail as to your idea of the plan thus far. I propose to present the plan and its endorsees to the State Convention when it meets, and will be pleased to have any additional suggestions.

Enclosed you will find a self-addressed envelope for an immediate reply.

Very respectfully yours,

J. B. LAFARGUE,
Alexandria, Louisiana.

REPORT OF COMMITTEE TO COMPILE HISTORY OF N. A. T. C. S.

(Continued from Page Fifty-five)

such that we have not been able to publish a regular and complete record of the Association, it has maintained large contributions and memberships from the various city and county organizations as well as from the various institutions. In recent years the cities of Washington and Baltimore have led very largely in their support of the National Association. I regret we do not have data that satisfies us and will satisfy the organization in this historical sketch, but we have proceeded as far as we have had any record.

N. A. T. C. S. Officers for 1935-36

President—Rufus E. Clement, Municipal College for Negroes, Louisville, Kentucky.

Executive Secretary—Wm. W. Sanders, Charleston, W. Va.

Vice President (Region 1)—J. L. Jones, Minden, La.

Vice President (Region 2)—A. J. Polk, Palatka, Fla.

Vice President (Region 3)—C. A. Johnson, 2310 Stark St., Columbia, S. C.

Vice President (Region 4)—Mary L. Williams, 1011 Second Ave., Charleston, W. Va.

Vice President (Region 5)—Mrs. Willa C. Mayer, 14th and Que Sts., N. W., Washington, D. C.

Vice President (Region 6)—T. W. Grissom, Langston University, Langston, Okla.

Treasurer—W. D. Miller, Bluefield State Teachers College, Bluefield, W. Va.

Trustee Board

J. S. Clark, Southern University, Baton Rouge, La., Chairman

W. A. Robinson, Atlanta University, Atlanta, Ga.

W. E. Day, Sapulpa, Okla.

Fannie C. Williams, 1922 Louisiana Avenue, Secretary, New Orleans, La.

H. L. McCrorey, Johnson C. Smith University, Charlotte, N. C.

Executive Committee

Rufus E. Clement, Louisville, Ky., President, N. A. T. C. S.

Garnet C. Wilkinson, Franklin Administration Building, Washington, D. C., Chairman General Council

J. S. Clark, Baton Rouge, La., Chairman Trustee Board

W. W. Sanders, Charleston, W. Va., Executive Secretary

W. D. Miller, Bluefield, W. Va., Treasurer

George B. Murphy, 1741 Druid Hill Avenue, Baltimore, Md.

COMMITTEES APPOINTED AND SERVING AT TALLAHASSEE

Auditing Committee

William Anderson, Chairman, J. C. Evans, Miss Laura Hill, S. G. Green, G. W. Whiting, Mrs. Odessa McKinney, Mrs. Rebecca Gray, Mrs. A. M. P. Strong, E. J. Cranberry, W. M. Raines, W. H. Fouse.

Committee on Election

W. T. B. Williams, Chairman, Mrs. Ada M. Woodard, Mrs. T. C. Alexander, James A. Bond, W. S. Blanton, R. C. Reynaud, Leonidas James, Mrs. H. L. Mc-

Crorey, Miss Nannie C. Day, W. A. Perry, G. W. Gore, Mrs. M. Alice LaSaine.

Committee on Time and Place

Dr. J. S. Clark, George C. Bell, Mrs. T. G. Gravely, M. Grant Lucas, Mrs. M. Agnes Jones, Lucy E. Campbell, Miss R. G. Smith, Theodore R. Dailey, V. C. Thornton, Georgia C. Lawrence, W. W. Blackburn.

NOTE: Standing committees will be published in next issue of Bulletin.

REPORT OF THE ACCOUNTANT

TO WHOM IT MAY CONCERN:

I have audited the accounts of the Treasurer and the Executive Secretary of the National Association of Teachers in Colored Schools.

I certify that in my opinion the entries made therein and the statements made therefrom are correct.

Signed: **Theodora F. Rutherford.**

County of Kanawha,
State of West Virginia

Subscribed and sworn to before me this 24 day of July, 1935.

Signed: **Chas. R. Rutherford,**
Notary Public Kanawha County

Recommendations

Mr. Wm. W. Sanders
Charleston, W. Va.

Dear Mr. Sanders:

In connection with my audit of the books of the Treasurer and the Executive Secretary of Teachers in Colored Schools, I have the following recommendations to make:

1. That the budget classifications be elastic enough to define the expenditures according to their purpose. (It is better not to classify office fixtures as office supplies).

2. That the policy of sending remittances to the Secretary rather than to the Treasurer be adhered to.

3. That certified checks be sent or checks be stamped "No Protest" so as to avoid such charges.

4. Inasmuch as this state and others have a regulation that a Service Charge is made when more than a very limited number of checks is written upon accounts carrying balances below a specified amount, vouchers be presented to Treasurer (for the issuance of checks) no more than twice each month.

5. A statement of Accounts Payable should be a part of the annual report.

6. That the accounting procedure be somewhat simplified.

Yours truly,

Signed: **Theodora F. Rutherford.**

Professional Organizations Deserve Your Support – Join N. A. T. C. S. Now

It is my candid opinion that we are justified in asking and expecting memberships in our professional organizations if we are fair in our beliefs as to what these organizations have done and can do for the teaching profession. The unity of the teacher groups in upholding the interests of the profession is paramount to all other considerations. My desire to belong to all of these organizations is not one of policy nor of professional loyalty but is one of a definite belief that these organizations justify my support.

We are not asking teachers to join as a matter of loyalty to a system nor because a superintendent of schools urges such membership but in an absolute belief that these organizations are worthwhile and regardless of the apparent lack of tangible evidence in the minds of many teachers, they have justified their existence and our support. There never was a time when this can be more true than it is under present conditions. May we come back to our 100 percent standing?

R. C. MASTON, *Superintendent
of Schools, Elyria, Ohio, in a
letter to teachers and prin-
cipals.*

December NEA Journal



THE NATIONAL ASSOCIATION OF TEACHERS

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The Bulletin

Official Organ of the
National Association of Teachers in Colored Schools

VOLUME XV.

CHARLESTON, W. VA., DECEMBER, 1936

NUMBER 1



MRS. WILLA CARTER BURCH

Director of Primary Education, Washington, D. C., and President of
National Association of Teachers In Colored Schools.

THE BULLETIN

Official Organ of the National Association of Teachers
in Colored Schools

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April 24, 1930, under the Act of
August 24, 1912

WM. W. SANDERS Editor

This issue of the Bulletin is devoted principally to the LONG TIME PROGRAM of the association as worked out by the Executive Committee. It will be noted that it is the purpose of the Executive Committee to make the association a medium through which the teachers in Negro schools in America may clear their problems. It is also the aim of the com-

mittee to assist in building up a sentiment for education that will result in improved educational opportunities for Negro youth in America and that will secure for such youth the same opportunities for education and educational facilities as is offered other youth.

In carrying out of this program, the association stands for a well trained teaching corps, adequately compensated and with assurance of tinue and retirement allowance.

The importance of adult education has been stressed from time to time, but it remained for the Federal Government to initiate a program that woud bring educational opportunities to many adults who have heretofore been deprived of such opportunity. The evening and part time classes being taught by teachers under the WPA is doing much to eliminate illiteracy.

It has been thought by many that this program would have been more effective had it been connected more closely with state and local programs under Federal safeguards. The principal consideration is the opportunity the program is giving to people to improve their educational outlook. The results of this program should go far towards reducing illiteracy.

Theme: Meeting the Needs of the Individual.

ANNUAL MEETING: Philadelphia, Pa.

July 27-30, 1937

THE BULLETIN

VOLUME XV.

CHARLESTON, W. VA., DECEMBER, 1936

NUMBER 1

A MESSAGE FROM THE PRESIDENT

WILLA CARTER BURCH, Director, Primary Education, Public Schools, Washington, D. C.

To the members and friends of the National Association of Teachers in Colored Schools I extend greetings.

The present administration of the National Association of Teachers in Colored Schools desires to render greater educational service to the youth of the race by rendering more specific services to the members of the National Association of Teachers in Colored Schools and through these members to the communities throughout the nation. To this end the President, the Executive Secretary and the Executive Committee are proposing a long-time program. This long-time program has as its major objective cooperation with local communities in the solution of educational problems and problems related to education which will determine progressive trends for the proper development and growth of the American Negro student. The new program is based upon definite philosophical principles and a definite plan of organization both of which have been formulated by the Executive Committee and are herein submitted to the membership at large.

It is our expressed desire that all members of the association thoroughly familiarize themselves with the principles of the "Plan of Cooperation" and with the "Organization."

We urge members of local, state and the National organization to support actively, both the principles and the plan of the organization, thereby rendering a maximum professional service. This individual service will unify and strengthen the ranks of the National Association of Teachers in Colored Schools as it links itself with the life of each Negro citizen of America.

Plan of Cooperation of the National Association of Teachers in Colored Schools with the Local Communities in the Solution of Educational Problems

PRINCIPLES AND PROCEDURES

This plan is prepared in response to the belief of the leaders in the National Association that the Association should render more specific services to its members in the various communities. One of the values of organization lies in the unity of response of a large and wide-spread group at a particular or critical moment when prestige and weight of numbers count. This plan is prepared with this type of cooperation in mind.

There are several fundamental principles in consideration of our tasks:

(1) The National organization must have knowledge of the problems of the local communities in order to proceed intelligently. This is so fundamental as not to need development.

In compliance with this principle we propose to send to each community a brief questionnaire in which the local leaders may record the several most pressing local problems in education in order of their importance, together with such definitions and comments as are desirable to convey adequate information in respect to them.

(2) In general, action with respect to any local problem should be initiated by persons in the local community and the course of its development from beginning to end should have the benefit of the wisdom, insight, and evaluation of the local members and their advisers. This principle is of first importance because many communities will resent outside interference. Many will resent such interference with respect to certain problems but invite the heartiest cooperation from outside with respect to others. The local people must advise us and keep us advised on the steps which we may take with expectation of a maximum of wholesome results, and a minimum of neutral or unwholesome results.

In accordance with this principle it is proposed that a part of the questionnaire referred to above shall specifically make inquiries as to what the National Association can do and how it can best do it. Every assurance is given that the National Association will be guided in all essentials by the sentiment and outlook of the local members.

(3) The National Association will always operate in touch with or through local personnel. It frequently occurs, however, that educators cannot best undertake the solution of a problem in education. Laymen may attack such problems and succeed where the educators would fail.

In accordance with this principle it is proposed that the questionnaire referred to in (1) and (2) shall ask the educators in the local community to furnish the National Association with the names of outstanding citizens representative of various community interests. With and through them the National Association may effectively cooperate with the local community under appropriate circumstances.

(4) The National Association will not participate in the solution of any problem in any local community on which the colored citizens are substantially divided. We consider that our field of operation lies

dominantly in the areas of action concerning which the colored people have unanimous or almost unanimous opinions.

The National Association, of course, must not allow itself to be used in the interest of any local faction. It must not become an instrument of further division among colored people; on the contrary, it should become an instrument for further solidarity among them.

It is proposed that the National Association, in compliance with the above principles, throw its influence behind any worthwhile movement in the local community over night. This action will become of vast importance in cases where matters are before legislative bodies. It ought to be possible for the National Association to indicate its approval of and even to urge action with reference to some problems with entirely salutary effect in some communities. If the secretary's office is equipped with the proper information it ought to be possible for any community to have almost immediate assistance of the Association.

OTHER SERVICES

It is proposed also that from time to time the Association shall make available to its membership information as to the nature of a problem in a particular community and how the educators and non-educators went about attacking that problem and what success they met. Also, it should be known what particular activities in which the citizens engaged were believed to be the most effective. The first of these documents is made available at this time and we hope to make others available from time to time.

Along with the more formal descriptions of the problem, processes and outcomes, it is planned that in each case a "human document" can be prepared by

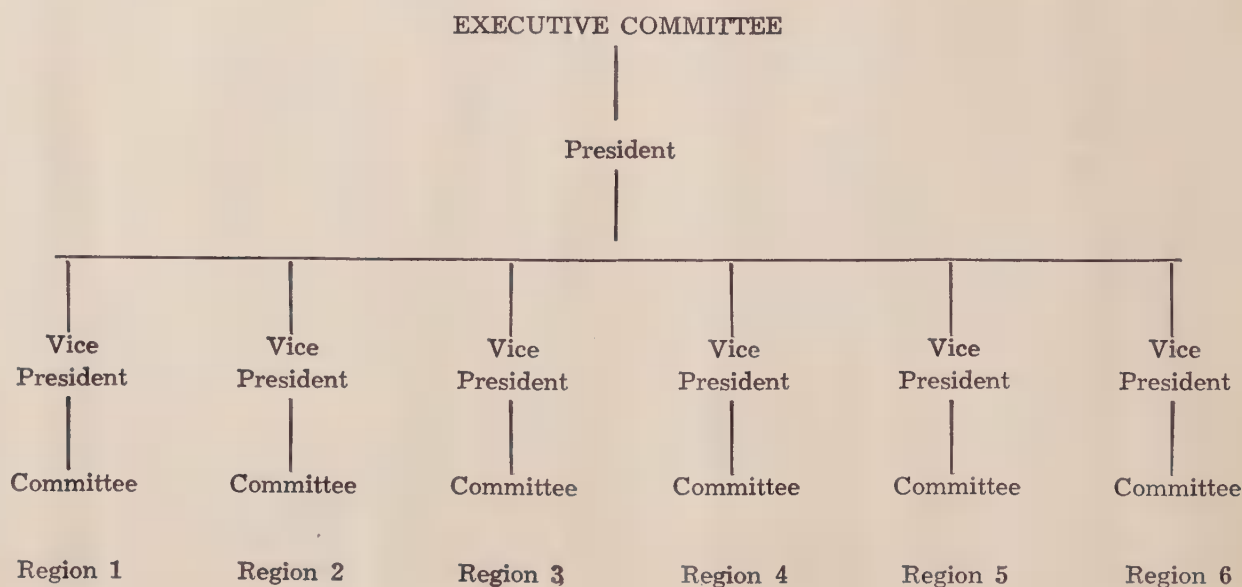
some leader in that community in which illustrations dealing with the more variable factors in the situation can be related in simple understandable words. Such a document will give side-lights and throw into relief fringe events which in the process moved to the center.

ORGANIZATION

The foregoing has set forth the general principles and plan of operation. This section attempts to discuss the organization. The accompanying diagram illustrates the general outline. It is contemplated that the Executive Committee of the Association shall be the central body. It will be its business to originate principles, to elaborate and transmit them to the field in general. The President of the Association is a member of that committee, and thus the committee will ordinarily make its contacts with the field through the President. The President in turn may make his contacts through the Executive Secretary, but this should be done probably only in instances in which the President desires to take advantage of the facilities of the office of the Executive Secretary. The motivating personality ought to be the President.

In each region the vice president shall see to it that a representatives committee is organized. It is this committee of three or more, which should serve as a central body for the region in the sense that the Executive Committee serves for the National organization. Thus the regional committee may and probably should in turn organize committees in the various communities of the region, the idea being to enlist as many persons as is practicable in active service in the operation of this plan. The chairman of the regional committee may be the vice president if he so elects to be appointed. In any case, the chairman of the regional committee should have the ap-

DIAGRAM OF ORGANIZATION



proval of the vice president of the region. The aim is to place the responsibility for the region upon the vice president. He becomes spokesman and intermediary and should be fully acquainted with all operations of this plan in his area. If questionnaires are sent out or information from the region is to be secured, it should be through the vice president except, of course, in those rare instances where too much delay would be caused by proceeding through channels, and where the matter is of a routine nature. In such instances the vice president should be promptly informed of the action. Of course, if the vice president fails to act promptly, direct action may be resorted to.

The vice president shall keep a file of any important information which passes through his office. He should submit information in duplicate so that one copy can go to the President, and the other to the Executive Secretary. This is important because the Executive Secretary is present at meetings of the Executive Committee, makes and keeps its records. Since presidents are changed each year, it is important that all information be duplicated in the office of the Executive Secretary.

THE NEXT STEP

The above long-time program results from thorough deliberation of a sub-committee of the Executive Committee appointed for that purpose and has been discussed at several extended meetings of the Executive Committee. In its preparation the committee has had the cooperation of two past presidents and the chairman of the trustee board. The program is not regarded as complete in every detail. We are of the opinion, however, that every member of the association can afford to subscribe to the principles underlying it. We invite constructive criticism and shall appreciate the cooperation in this respect of any member of the organization.

If the program proves workable, it should be ultimately be provided for in our By-Laws.

Meanwhile we are definitely of the opinion that it results from sufficiently mature thought on the part of the Executive Committee to warrant a try-out at the earliest practicable time. Accordingly if the office of the president is not advised of any valid reason why immediate steps should not be taken toward this end, the Executive Committee will proceed at once to initiate the steps necessary to an adequate try-out.

A HUMAN DOCUMENT SHORTENING THE LONG TRAIL

It was a late February morning. The low temperature that had held the country side in their icy grip, had begun to rise. The tardy sun, now that the major part of the winter had passed, had begun again

to recover the power that the short days and long dreary nights of the preceding months had wrested from it. Here and there along the road side could be seen small puddles of water caused by melting snow and ice; and in the other places patches of mud, the silent witnesses of a slowly dying winter.

My friend and I enroute to a meeting about fifty-five miles away from our urban center, noticed a group of children some distance in front of us, apparently trudging along the highway, on their way to school. But the general aspect of the section through which we were then passing, led us to conclude that the school must still be some distance away; for we had seen in the last five or six miles not more than five or six houses, obviously not sufficient to justify expectation of a school house in that vicinity.

Then, too, it was quite generally known that the county through which we were driving had shown consistently distressing indifference in matters of public education. Despite the fact that there was some evidence of an educational renaissance in some parts of the state, it was reported that this county had shown little if any favorable reaction toward the movement to improve the educational set-up for the boys and girls of that section.

In statements that had appeared from time to time however, there was one modifying observation, that for the moment, had faded from the memory of each of us, as we watched these boys and girls, now being rapidly overtaken by our car. Aside from our comments upon the obvious distances that these children had to walk twice daily, and the backwardness of the county in not providing such facilities as the needs of the sections indicated, our discussion of the situation was general, quite free indeed, from that type of bitterness that other elements, if added, might engender.

"There can be no question," said my friend, "that much work yet remains to be done in order to bring the provisions for education in these rural areas up, event to a minimum standard of adequacy." I was about to reply when the honk . . . honk . . . honk of a horn in our rear caused me to steer quickly toward the edge of the road. The laughter and babble of many voices attracted our attention, as we saw go lumbering by a large bus loaded with children. "Look," said my friend, "that is the school bus for the fourth district of Columbia County." "So it is indeed," I replied. "It really seems that our charge against the county for its indifference toward public education needs substantial modification." "That is a fine, modern, capacious school bus, obviously well equipped to perform the task for which it was purchased."

By this time however, the bus moving at a lively speed, was well down the road. Above the sound of our own conversation and the purring of the engine,

another blast of the horn was heard as we observed the children who were walking along the highway leap from the road upon the wet, or moist or muddy edges, in order to escape the menacing bus. We were close enough to see the studied disregard of the driver of the bus for the safety of those who were walking; and to hear the riotous laughter of its occupants as the others leapt for their lives.

In another instant our car was abreast of the frightened children, who were still gazing at the speeding bus, with a look of dull despair written upon their immobile faces. The whole sad story was written in blazing lines upon their countenances as they prepared to continue their foot-wearying journey to the distant schoolhouse.

In a flash, and simultaneously too, the full recognition of discrimination broke in upon the two of us. Here we identified a horrid example of inequality in educational opportunity. For anyone who was not blind, could see that provision was being made for the transportation of white children to school, while for the colored, the only means of getting there was the long, arduous trip, on which they were then embarked.

"Well," said my friend, "here it is." "I have heard of it before; but here it is." "Inequality! Injustice! Discrimination!" "It appears that the white children are transported while the colored children must walk if they desire such education as their county school affords." Let us investigate this situation at the county seat toward which we are travelling, and satisfy ourselves whether it is the general policy of the educational authorities to provide buses for the whites, but to ignore the needs of the colored children, no matter what may be the distances they are compelled to go." I readily agreed to the proposition, and we drove more or less in silence, until upon rounding a curve we came upon the white school and the bus that had passed us several miles down the road.

We shall never forget that scene because of the fact that the contrast between this capacious building, apparently modern in every detail, with its spacious grounds, well kept and ample for supervised play, and the one located about two miles farther down the road for the colored children, who had to walk that far beyond the terminus of those who rode—the contrast was so shocking that it made an impression as indelible as memory itself. An earlier conversation upon the subject of basic educational needs in the rural area, the sudden warning of a passing bus, the laughter and apparent happiness of its occupants, and the sudden realization that right before our eyes was being presented one of life's tragedies—all of these facts bore in so heavily upon our consciousness, that do what we would, the memory of this scene would last through the years.

After a somewhat protracted period of silence during which each of us was busy with his own thoughts; was wrestling with possible solutions of this undemocratic policy; was seeking a program that would wipe out discrimination and prejudice and caste in a republic, my friend suggested that we should prolong our stay in the town sufficiently to talk with some of the prominent colored citizens, and satisfy ourselves whether or not what we had seen on the road was a sample of the general policy pursued by the school authorities of the county.

Upon arrival at the county seat, where our business engagement carried us, we met the Supervisor of Colored Schools, a Negro of far more than average intelligence and training. It was the accepted opinion of the section, that notwithstanding the limitations imposed by meager financial provision, and too many one-room schoolhouses, he had brought the professional aspects of the work in colored schools to a high degree of proficiency. His whole life was devoted to enterprises dealing either with improvement of instruction in the schools, or with community development. Teachers' meetings, parent-teacher meetings, farmers' meetings, health meetings, building and loan association meetings, and meetings looking to improvements in church and Sunday school life, mapped out for him a round of activities, that marked him as an outstanding servant of the whole county.

And it must be noted too, that this supervisor was a man of poise and purpose. Amidst the conflicting issues set up by his zeal to secure more adequate provisions for the education of Negro children, and the seeming indifference of county authorities to provide for those needs, he bore himself with fine firmness and correspondingly impressive tact. The result was that, despite his constant presentation to his superiors of the shortcomings of the county in these matters, he nevertheless maintained their genuine respect, their unquestioned confidence, and their assurance that they would do all within their power, more nearly to equalize educational opportunities for all of the children of the county.

And now that we had come into possession of these most convincing facts through casual conversations in the courthouse, it seemed advisable rather to talk with the colored lawyer, the minister, and some of the more successful farmers of the county. Both of us felt that in view of the fine work that he was doing, it would not be fair to the supervisor to interview him, and then use the information thus obtained in such a way as possibly at least, to handicap his work.

The information obtained from these further interviews was amazing. Some years back, the county, prodded by a policy recommended by the State Board of Education, had begun in a small way to consolidate the small schools for whites in the county, and then

to provide transportation for those children who lived some distance away from these district schools. This policy began to grow in popularity, so evident were the benefits derived in better buildings, increased numbers, better quality of teachers, and ultimately more economical administration. Owing to the demonstrated advantage of this new educational move, the county gradually increased its appropriations for the work, until its budget was found to include the sum of twenty thousand dollars a year for the maintenance of transportation to the consolidated schools.

But these provisions were for white children only. The colored citizens who through their taxes, whether direct or indirect, made their contribution to the support of the institutions maintained by the county, were completely ignored in this forward movement in rural educational administration. Such contributions as they were making, were used to provide these better facilities for white children, while their own jumped from the highway into the mud and water as the former sped by in their comfortable buses. How long would such an undemocratic practice be permitted to continue unchallenged? Surely there must be some colored citizens in the county, who, aware of the advantages that were being denied their own children would initiate a movement to correct this distressing situation.

More and more the colored citizens murmured, until finally they became articulate in a committee of parents and voters, who appeared first, before the County Board of Education, and later before the County Commissioners themselves, and made their plea that similar provision be made for their children, both in the matter of consolidated schools and transportation to them. The calm and dignified presentation of their claims, and the inexcusable injustice that was being practiced against them, so completely disarmed the county authorities, that they made provision in the munificent sum of ninety dollars for that year, as against the twelve thousand five hundred dollars that they set aside for the same service for white children. And one must keep in mind the fact that the number of white and colored children in school in Columbia County of this distinctly southern State was almost equal, such difference as obtained being in favor of the colored pupils.

The colored citizens did not give up the fight, nor did they yield in their position. In the meantime, through their various county organizations, they put on a campaign to raise funds among themselves for the purpose of providing transportation for their children. Year by year they developed their project until a few years later the colored people of Columbia County were helping not only to pay for the transportation of white children through their contributions to the general tax fund, but in addition were raising more than twelve hundred per annum in order to render less arduous the burden imposed upon their

own children of walking long distances daily to and from school.

Despite, however, all the efforts of the colored citizens to equalize the direct expenditure of the county for transportation, the maximum amount appropriated for colored children reached the grand total of four hundred dollars a year, while that for the whites went up steadily until it totaled thirty-five thousand dollars, a grim commentary upon the quality of justice shown in administering funds for public education in some sections of our democratic nation.

One can hardly fancy the rapt attention with which we followed the unfolding of this gripping story. We finally went to the supervisor, told him what we had learned and requested only that he check the accuracy of it. He passed it as a moderate statement of the situation, and asserted further that in his judgment, the colored citizens had gone to the limit of their ability in providing funds out of their own resources, or in persuading the county to provide them. Some other influence must be brought to bear, if this glaring inequality was ever to be removed.

Fortunately for these vigilant and valiant citizens an organization conceived for the specific purpose of correcting these evils had lately come into being. Into it had been gathered citizens representing the various and sundry professions and occupations in which colored workers are engaged throughout the State. It was state-wide in scope, and definite in its program. It proposed to wage a relentless warfare against all forms of discrimination; especially where discriminations are based on color or race. It made investigations and published its findings; it held meetings in various sections, not only of Columbia County, but of the larger cities and other counties of the State. It got its case before many groups of white citizens, especially women. It had bills, providing for the eliminations of inequalities prepared and submitted to the State Legislature, in order to give these reforms State-wide application. It appeared before committees of the House and Senate; before the Budget Committee; before the State Board of Education. For nights on end, its representatives sat at the State House, watching the progress of these bills through the legislature. Through speeches, hearings, conferences and letters, it was made known to the lawmakers of the State, that from that time on, the State and the Counties thereof, would be constantly before the bar of justice until the inequalities complained of should have been finally removed.

Of course, these bills did not succeed. Some passed the House but did not get through the Senate. Others, despite the open hostility of the President of the Senate, got through that body, thanks to the heavy pressure that the organization was able to exert. A few got all the way through. In the congestion of the closing hours of the legislature, some failed to get final consideration. That, to some extent has been

and probably will always be, the history of legislation dealings with reforms.

But what about the fruits of those efforts as they affected directly Columbia County and its transportation problem? In the budget prepared for the operation of the schools for the year 1936-1937, the County Board of Education provided more than twelve thousand dollars for the purpose of transporting colored children to schools; it also adopted the policy of gradually replacing the isolated, ugly, and backward one-room building for colored children, with modern up-to-date consolidated ones, adequately provided with teachers, rooms, equipment, supplies, and sanitary facilities. Here, in these better places, colored boys and girls of Columbia County will learn a new lesson in the application of real principles of democracy.

Not only have the uncompromising leadership of the colored supervisor, the courage and initiative and sacrifices of the colored citizens, and the concentrated pressure of the allied organizations of Negroes, supported by a number of justice-loving whites, succeeded in shortening the long trail between home and the dismal, one-room seat of learning, but they have also brought appreciably nearer, the ultimate objective of public education in a democracy, in which opportunity will be guaranteed to all children through equality of educational provisions, to make the most of those knowledges and skills, aptitudes and appreciations and powers with which, through a purposeful Providence, they have been endowed.

ON TO PHILADELPHIA

34TH ANNUAL MEETING OF N. A. T. C. S., JULY 27-30, 1937

The theme of the 34th Annual Meeting of the National Association of Teachers In Colored Schools, to be held July, 27-30, 1937, will be "Meeting The Needs of the Individual." Prominent educators from many sections of the country will discuss phases of the theme. This will likely be one of the most important meetings the association has thus far held, inasmuch as a great deal of time will be given to the consideration of the long time program outlined by the Executive Committee, printed elsewhere in this issue of the Bulletin, and the reports of the standing committees that are making special studies of activities relating to the education of the Negro youth. These reports will form the basis for the carrying out of the long time program referred to above.

The Chamber of Commerce, in the following telegram, invited the association to hold the meeting in that city:

"The Philadelphia Chamber of Commerce extends to the National Association of Teachers in Colored Schools a very cordial invitation to hold its nineteen

thirty-seven convention in Philadelphia, 'The birth place of the Nation' and the 'World's greatest workshop'." Nineteen thirty-seven will mark the one hundred fifteenth anniversary of the making of the Constitution. A Commission has been appointed to prepare plans for the proper celebration of this historic anniversary. Philadelphia will be the focal point of this celebration. Many organizations have already determined to meet in Philadelphia next year and others are planning to do so.

FRANK L. DEVINE, Director Convention
& Tourist Bureau.

Philadelphia Chamber of Commerce.

The Pennsylvania Association of Teachers of Colored children, through its president, sent the following letter of invitation:

Germantown, Pa.
July 28, 1936.

Dear Friend Sanders:

Philadelphia is counting on your support in vote to bring N A T C S to Philadelphia, "city of brotherly love" in 1937.

Ample meeting places, beautiful schools, sessions in most beautiful H. S. building in America-Girl's High Administration Bldg. Auditorium, in two million dollar place, Art Museum, Independence Hall, Valley Forge, Fairmont Park, Franklin Institute, Robin Hood Dell, Atlantic City near, boat ride down the bay, dance, reception, fine accommodations, tennis, baseball, swimming, pretty women and handsome men as hostesses and guardians.

We need the fellowship, the inspiration, the fine contacts with your great group of noble school people.

Please come to Philadelphia, 1937. Convention Hall, Parkway, Theatre, Navy Yard, Wanamakers, Liberty Bell, the Aquarium Commercial Museum, University of Pennsylvania, great Churches, Swedeboro Cathedral and thousands of other attractions.

Come to Philadelphia as guests of P. A. T. C. C.

Cordially yours,

CLARENCE WHYTE, President.

This is the first time that a meeting of the association will be held in a city north of the Mason and Dixon line. It clearly shows the growing interest of the teachers in Negro schools in America in the work of the organization, and it indicates their determination to unite in an effort to build an organization that will properly safe-guard the educational interest of Negroes in America.

A large number of teachers, in making plans for their vacation, will include the meeting of the association in Philadelphia.

The local committee on arrangements are planning recreational and entertainment features that will prove attractive as well as beneficial to all who attend this meeting.

33RD ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

ATLANTA, GEORGIA, JULY 28-31, 1936

THEME: "EDUCATION AND HEALTH"

The National Association of Teachers in Colored Schools, met in its 33rd annual meeting at Spelman College, Atlanta, Ga., July 28-31, 1936, Dr. Rufus Clement, presiding.

The first general session was held Tuesday evening, July 28th. Mrs. M. Agnes Jones, Supervisor, Negro Schools, Atlanta, and Chairman of the local committee on arrangements, presented Miss Florence M. Read, President of Spelman College as presiding officer of the evening. Welcome addresses were delivered by Dr. M. D. Collins, State Superintendent of Public Instructions of Atlanta, Dr. Willis A. Sutton, Superintendent of Schools of Atlanta, Colonel A. T. Walden, Mrs. M. Agnes Jones, Mrs. H. R. Butler. Dr. J. S. Clerk, President of Southern University, Scotlandale, La., and past president of the association, responded. Mrs. Essie D. Mack, President of National Congress of Colored Parents and Teachers, expressed appreciation for the cooperation given the parents and teachers organization by the teachers throughout the country. Music was under the direction of Kemper Harreld. Each day, two general sessions were held; morning and evening, with the afternoons devoted to departmental meetings.

The first meeting of the delegate assembly was held Wednesday morning with President Rufus E. Clement presiding. An address, "Some Phases of a National Health Program in Negro Education," by Mrs. Willa Carter Burch, Director of Primary Instructions in Public Schools, Washington, D. C. The Executive Secretary-Treasurer made his report. Officers were nominated and the several committees were appointed.

Wednesday afternoon, the departments of the association, held meetings, at which addresses were delivered and routine business was transacted. The conference of the National Advisory Committee and the Administrative Staff of the Survey of Vocational Education and Guidance of Negroes directed by Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, U. S. Office of Education, in the Department of Interior, was informative and created a great deal of interest among the teachers.

At the Wednesday evening session, addresses were delivered by Dr. Willis A. Sutton and President Rufus E. Clement. Thursday morning, C. H. Johnson, Wilberforce University, discussed Art and Education, and Dr. M. O. Bousefield, Associate Director of the Rosenwald Fund and Medical Examiner for Supreme Liberty Life Insurance Company, Chicago, delivered an address on, "Why Not Teach Health?" At the evening session, Dr. M. V. Ziegler, Assistant Surgeon General,

U. S. Public Health Service, delivered an address on "The Present Opportunity For Conservation of Health." "Music In Negro Schools," was the subject of an address by Kemper Harreld, Vice-president of National Association of Negro Musicians.

At the Friday morning session, routine business was transacted and standing committees made their reports. The following officers were elected:

Mrs. Willa Carter Burch, Washington, D. C. President.

Howard H. Long, Washington, D. C., Treasurer.

Vice-Presidents:

First Region, J. L. Jones, Minden, La.

Second Region, Mrs. M. Agnes Jones, Atlanta, Ga.

Third Region, F. D. Burford, Greensboro, N. C.

Fourth Region, Mary L. Williams, Charleston, W. Va.

Fifth Region, Carrington L. Davis, Baltimore, Md.

Sixth Region, J. Arthur Turner, St. Louis, Mo.

J. S. Clark, Chairman of Trustee Board, Scotlandale, La.

William W. Sanders, Executive Secretary, Charleston, W. Va.

Philadelphia, through its Chamber of Commerce, Mayor and the Pennsylvania Association of Teachers of Colored Children, extended an invitation to the association to hold its Thirty-Fourth Annual Session in that city in 1937. New York City invited the association to meet there in 1937. The invitation of Philadelphia was accepted.

The concluding session of the association was held Friday evening with addresses by Dr. H. A. Hunt, Farm Credit Administration, Washington, D. C. and Dr. Howard D. Gregg, Dean of Wilberforce University. Thus ended one of the most interesting sessions the association has held.

REPORT OF THE AUDITING COMMITTEE

Atlanta, Georgia.

July 28, 1936.

To the Officers, Trustees, Delegate Assembly and Members of the N. A. T. C. S.:

Greetings:

We, the members of the Auditing Committee, have carefully examined the financial record books of the Executive Secretary, W. W. Sanders of Charleston, West Virginia.

We find that a total of \$2,591.11 represents the receipts and balance of July 1, 1935, for the fiscal year beginning July 1, 1935, and ending June 30, 1936.

For the same period the records show expenditures totaling \$2,511.05, thus leaving a cash balance of \$80.06 on July 1, 1936.

We recognize the handicap under which Secretary Sanders was forced to keep his financial records due to the death of the Treasurer of the N. A. T. C. S., Mr. W. D. Miller, and therefore commend him for the faithful performance of duty.

In order to facilitate the book-keeping system and to make simpler an annual audit, we the members of the Auditing Committee make the following recommendations:

(1) That the Executive Secretary keep a duplicate receipt book and that duplicate receipts for each sum of money received, be a part of the records submitted to the Auditing Committee annually.

(2) That returned or bad checks be listed under a specific heading in the classified expenditures and that whenever the checks are made good, that they be designated under a column in the classified receipts.

(3) That the Treasurer submit annually a cancelled check and receipted bill or receipt indicating the nature of each payment made by the Treasurer.

(4) That no money be put out of the Association Treasury except by check, each cancelled check to be submitted annually to the Auditing Committee.

(5) That the Executive Secretary be allowed an office expense fund or petty cash fund of \$50 to \$150.00, same to be drawn by an order on the Treasurer when needed. The Secretary is to keep receipts showing the nature of all payments from the Petty Cash Fund, these receipts to be submitted annually to the Auditing Committee.

Respectfully submitted,

H. H. LONG, Chairman, Auditing Committee
ATWOOD S. WILSON, Secretary, Auditing Com.
WILLIAM ANDERSON, Member
E. L. POWELL, Member
GEORGE HAYES, Member

ANNUAL REPORT OF THE EXECUTIVE SECRETARY

This sixth annual report as Executive Secretary of this organization comes at a time when the Association has experienced some of its most serious difficulties. These problems can be solved through united effort and cooperation. The Association has a definite place in the education of Negro youth but whether or not it will measure up to its opportunities must necessarily depend upon the sincerity of those who are interested in its progress. No organization can be built around a few persons if there is to be a nationwide approach to the problems of the people. Especially is this true of an organization that seeks to serve a minority group that is under-privileged and has little to do with the control of the circumstances that

surround it. In a democracy such as is America, there must be one ideal of democracy; the training of the pupil must fit into that ideal. Differing standards do not tend to develop a people or make for a democratic institution. With a large number of pupils practically without educational opportunity, with teachers doomed to a low standard of living that makes it impossible for them to seek educational contacts so as to better fit them for the services they are endeavoring to render, with building and equipment insufficient to meet the needs of the pupil and with an indifferent public opinion, it is next to impossible to create democratic ideals and educate a minority group in a manner that will equip them to make worthwhile contributions towards the growth of the country. The purpose of the national organization is to call the attention of the public to these inequalities and to use its influence in helping to change public opinion with respect to the education of the Negro group. This may be done through a study of the problems which the race group encounter and through the dissemination of such information.

The Association has been unable to approach this subject in an efficient manner because of the lack of facilities for gathering data. An attempt has been made this year to gather some information on the economic problems that confront the race, especially the problem of employment. A committee has made a survey of Negro employment but because of the limited funds at the disposal of the committee, it was not possible to make a thorough study. This committee is scheduled to make its report and it is hoped that in spite of the meagre information it has been able to gather, sufficient interest will be created to support a further study of this question. First of all, we must know our problems as a group, we must understand the relationship of those problems to the economic fibre of the nation, we should have an understanding of the psychological and racial influences that have bearing upon such problems. Having gained a thorough understanding of these problems, it will be possible to develop a technique of approach to a solution.

The office of Executive Secretary has been handicapped because of the lack of funds. Low standards of teacher's salaries in the more populous sections of the country make it impossible to appeal to such teachers for membership in the organization. These teachers are not easily convinced that membership in a national teachers organization can improve their economic status. They are members of the state and local organizations because of certain conditions that exist within states, but the national organization seems far from them and therefore fails to make an appeal for their support. During the past ten years, support of the organization has gradually drifted from the area in which the large group of teachers reside to north-

ern and border states. A glance at the statistical report submitted herewith will show that three northern and border states, together with the District of Columbia, contribute more than 60% of the funds received by this office. It is encouraging that the communities referred to above are taking a real interest in the work of the organization. Their teachers are better paid, they do not have many of the problems that confront the teachers in our southern area; their interest is inspired by the fact that the leadership in these regions is beginning to see there is an identity of interest among Negro teachers wherever they may work and these interests may best be served through the development of a strong national organization, sufficiently equipped to render a definite service to the education of Negro youth. But the fact remains that the problem is in the south. More than 60% of the schools are in the south. The Negro race, notwithstanding the number of those who have migrated north, are essentially southerners. That is where the problem is and that is where it must be solved. It cannot be solved in the north and it cannot be solved by northern teachers. The teachers working among the masses of Negroes must be impressed with the importance and the effectiveness and potential influence of an organization such as the National Association of Teachers in Colored Schools. Even though, therefore, the northern and border states are showing an increased interest in the work of the national organization, it is all the more the reason that teachers in the southern area should be no less awake to their problems and join forces with those in the north who are becoming awakened to their great needs. Your Secretary is making an appeal to teachers of the Negro child in southern states to close the ranks in the National Association of Teachers in Colored Schools. Make it strong and effective. Use it as your instrumentality in the securing of those things for which you individually are struggling and upon which depends the final economic success—economic as well as the mental, moral, spiritual and civic success—of the people of the race group.

May I re-make my statement of last year: "The economic position of teachers in Negro schools has improved very little during the year 1936. The great majority of teachers, especially in the rural communities, are still receiving less than a living wage and in many instances such teachers receive less than is paid employees in menial positions. Not only is the monthly income of teachers small, but the length of time that she is employed to work is such as to make her yearly income appear pitiful. At present, little effort is being made to arouse the public to the seriousness of this situation. These teachers have few to intercede in their behalf. Our organizations have apparently accepted the situation as final and have failed to make an effort to remedy conditions. Em-

ploying agencies do not seem to realize the justice of giving living salaries to a professional group in the minority race. If the social, moral, and economic status of Negro teachers is to mean anything, there must be an increase in the earnings of such teachers. This low economic status reflects itself in a reduced morale and operates to turn away from the teaching field many of the best qualified young people. This condition must be remedied. The National Association of Teachers in Colored Schools has a place in bringing about a change in these conditions. We dedicate ourselves to the cause.

MEMBERSHIP

The states of Delaware, District of Columbia, Maryland, and West Virginia, have paid memberships on the Montgomery Plan. We understand that other states have adopted the Plan but thus far we have had no reports from them. If the Montgomery Plan is to be successful in increasing the finances of the organization, it will be necessary for a large number of states to adopt it. The states referred to as having adopted the Plan are states from which we have usually received a large number of memberships on the old plan. The reduced membership fee has tended to reduce the income of the organization. For instance, in one state last year we received for memberships, \$750.00; this year, with all teachers of the state paying on the Montgomery basis, we received less than \$400.00. There has been a saving to the teachers of that particular state of around \$800.00. The larger states have not as yet seen the wisdom of accepting the plan. It may require two or three years to convince the leaders in those states that there is an advantage to their teachers in the adoption of the Plan. It is recommended that we continue another year on this basis in the hope that these larger groups of teachers may see the wisdom of coming into the organization. A study of the financial situation for the year will show that most of the funds received from states other than those cooperating on the Montgomery Plan have been very small since the Tallahassee meeting. Most of the states have not sent many memberships. Others have been given credit for post-dated checks that were received prior to our last meeting. Evidently, we are failing to reach the leadership in these states. Some plan should be worked out here, while the leaders are present, that will bring about an increased membership from all of the states.

(To be continued in next issue)

Meeting the needs of the individual through organized effort, wholehearted cooperation and unity of purpose, is the aim of the National Association of Teachers in Colored Schools.

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The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

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Wm. W. Sanders Editor

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THE BULLETIN

VOLUME XV.

CHARLESTON, W. VA., MARCH 3, 1937

NUMBER 2

The Harrison - Black - Fletcher Bill

There is before the Congress of the United States a bill (S 419) (H. R. 2288) designed Harrison-Black-Fletcher Bill, providing for federal appropriation of \$100,000,000 for the first year with an increase of \$50,000,000 a year until an annual appropriation of \$300,000,000 is reached. This money will be divided among the states and territories on the basis of their populations five to twenty years of age. They may spend this money for education just as they spend their present state funds, with only two conditions attached; (1) that they spend as much money for schools as they spent in 1936; (2) that they run a "system" of schools for not less than 160 days.

The National Coordinating Committee, composed of representatives of 27 national organizations having local branches in all of the 48 states with the combined membership of 400,000 persons, approves the principle of federal aid to education but believes it necessary to add amendments suggested below if this bill is to achieve its ostensible and rightful purpose. The statement issued by the National Coordinating Committee is as follows:

"Negroes in 19 states and D.C. (90 per cent of all Negroes in the U. S.) are forced by law to attend separate schools. This makes it easy to deprive them of their fair share of public school funds. Thus, in general, they have never got their share of school funds, and there is little they can do about it, since 80 per cent of them are practically disfranchised by discrimination and intimidation..

TYPICAL DISCRIMINATION IN SCHOOL FUNDS

1. Common Schools. Even before the depression, when more money was available for schools than now, Negroes in all states received less than two-fifths of their fair share of funds for common schools.

Expenditure Per Pupil Enrolled Per Cent White Is More Than Negro

State	White	Negro	
Ala.	\$36.43	\$10.09	261.0 per cent
Ark.	38.15	13.02	193.0
Fla.	57.16	14.45	294.9
Ga.	35.42	6.38	453.6
La.	67.47	16.54	313.9
Md.	64.86	43.16	50.3
Miss.	45.34	5.45	731.9
N. C.	40.07	15.71	155.1
Okla.	43.86	34.25	28.5
S. C.	60.06	7.84	666.1
Tex.	38.76	16.02	141.9

Average \$44.31 \$12.57 252.5 per cent
(Fred McCuiston, Financing Schools in the South, 1930.)

Here, 252.5 per cent more money was spent on each white child than was spent on each Negro child in the same community—ranging from 28.5 per cent in Oklahoma to 731.9 per cent in Mississippi. In some counties the difference is 1500 per cent.

2. Public High Schools.

a. In 230 counties with 158,939 Negro pupils of high-school age, there was not a single Negro high school in 1932; yet there were white high schools in each county.

b. Five states (Ala., Fla., Ga., N. C., and S. C.) spent

more than three times as much money (\$5,055,846) merely to haul white pupils to and from high school as was spent (\$1,677,144) on all the Negro high schools in these states for everything—teachers' salaries, equipment, operation of plant, etc..

3. Higher Education

a. In 15 states 56 per cent of all white college students get their college education from state institutions; only 40 per cent of the Negro college students do so.

b. In 16 states there is not a single state-supported institution where a Negro may pursue graduate or professional work; yet, some 15,000 white students receive such training at state-supported institutions.

4. Federal Funds. Negroes in most of these states have never received their fair share of any federal fund which did not include safeguards guaranteeing it. For example, even in Maryland for the current year \$195,276 of federal funds were spent for extension service; "...practically all of both the state and federal funds for this purpose are devoted to the white population." (Report of Governors Commission, 1937.)

DISCRIMINATION HAS INCREASED FIVE-FOLDS IN THIRTY YEARS

"Believe it or not," the more money most of these states get for schools, the less of a fair share the Negro gets. In 1900, the difference in per capita expenditures on white and Negro pupils enrolled in common schools was only 48 per cent; by 1930 it had increased to 252.5 per cent. Even in North Carolina, the difference in 1900 was only 35 per cent, but had reached 155 per cent in 1930. Although the difference in South Carolina amounted to the enormous figure of 214 per cent even in 1900, yet by 1930 it had increased to 666 per cent.

The figure below pictures the expenditures for each white child and each Negro child in common-school in 1900 and 1930.

If the Negro child were getting a fairer share in 1930 than in 1900, these lines would come closer together at the right. But these lines continue to run farther apart; just as if the white child were riding in an automobile and the Negro on a mule. This Bill must be amended, to bring these lines closer together.

IF THIS BILL IS NOT AMENDED:

1. Negroes in 8 states, for example, would get less than two-fifths (36 percent) of their fair share of the fifty-year appropriation. See figures below:

What Negroes Should Get \$15,908,084

What They Would Get 6,310,573

2. Even a provision that every school shall run at least 160 days (which the present ambiguous wording of the Bill does not require) would be of little value for most Negro schools so affected. There just isn't much to be gained in keeping broken-down Negro schools open two or three months longer—when the teachers are so illy-prepared and so inadequate in number, when equipment is almost entirely lacking, when everything that goes to make a school is wanting. We have neither assurance from the past nor guarantees for the future that these conditions will be remedied—if this Bill is not amended

Continued on page six

Editorial Remarks

THE BULLETIN

Postal regulations require that The Bulletin be issued once in each quarter in order to retain second class mailing privileges. It is the intention of the editor to see that every member of the Association receives The Bulletin as stated, even though we shall have to resort, as in this instance, to an abbreviated Bulletin. We are sure that the members of the Association will understand that it is because of financial stringency that we are compelled to reduce the size of the Bulletin. Through the courtesy of the West Virginia State College, whose printing department published this issue, we are able to get it to our readers at this early date.

THE EXECUTIVE COMMITTEE URGES SUPPORT OF THE N. A. T. C. S.

At a recent meeting of the Executive Committee the question of support for the Association was brought to the fore. The Committee, after considerable deliberation, instructed the Executive Secretary to write each state association requesting that a definite number of memberships be secured from each state. The allotment set up by the Committee was as follows:

Alabama \$400.00; Arkansas \$100.00; Delaware \$100.00; District of Columbia \$500.00; Florida \$200.00; Georgia \$150.00; Kentucky \$150.00; Louisiana \$500.00; Maryland \$500.00; Mississippi \$300.00; Missouri \$100.00; New Jersey \$100.00; North Carolina \$100.00; Ohio \$100.00; Oklahoma \$150.00; Pennsylvania \$600.00; South Carolina \$100.00; Tennessee \$100.00; Texas \$100.00; Virginia \$150.00; West Virginia \$450.00

It will be interesting to note that West Virginia has raised her apportionment. It is confidently expected that the other states will do the same before the Philadelphia meeting. It is urged that local committees in each state be formed to secure memberships for the National Association. Through these committees teachers will be contacted personally and as a result our membership should be largely increased.

HARRISON-BLACK-FLETCHER BILL

The National Coordinating Committee, composed of 27 national organizations, has succeeded in having the pending Harrison-Black-Fletcher Bill amended both in the Senate and the House of Representatives of the United States Congress. It has required constant vigilance and activity on the part of the leaders, who have kept in touch with the situation. The success thus far attained shows the importance of national organizations. The problems of the minority can be brought before the country only through intelligent leadership. This leadership should be backed up by the public sentiment of the minority, as has been the case in the effort to secure the amendments referred to above. Among Negroes there has been a very little opposition to the stand taken by these national organizations. From all parts of the country letters and telegrams have been sent to Congressmen and Senators urging the amendment. The final victory has not been achieved as yet. It will require the united efforts of those who believe in the equalization of educational opportunity and just and fair treatment to Negro youth, to secure the passage of the bill as amended. The friends of education must continue to send letters and telegrams to their representatives in Congress. Write your Congressman and your Senator immediately and urge them to support the amended bill.

LYNCHING

For a number of years the National Association of the Advancement of Colored People has sought the passage by Congress of a bill to prohibit lynching. Each year sentiment has increased in support of such a measure. This year there seem to be prospects of the passage of the bill. A sufficient number of representatives in Congress have signified their willingness to vote for the measure that is now before the Congress. Those who are interested in securing the passage of an anti-lynching bill should not cease their efforts but should write their senators and representatives in Congress urging them to vote for the bill. It will require constant vigilance on the part of the friends of the measure to secure its passage. Teachers are requested to bring this matter to the attention of parent-teacher associations and local citizens and do everything possible to have many letters and telegrams reach the senators and representatives. Our representatives are influenced by public sentiment and the way for us to know that public sentiment will assist in the passage of the anti-lynching bill is to have each representative and senator receive a large number of letters and telegrams asking his support. This is important and should be attended to at once.

PRESIDENT BURCH VISITS ASSOCIATIONS

President Willa Carter Burch has attended meetings of State Associations in North Carolina, South Carolina, and Alabama and plans to be present and address the Kentucky Association, which meets April 14-17. The President has created a great deal of interest in the work of the N.A.T.C.S. and has done much to put over the long time program promulgated by the Executive Committee.

MISS ENOLIA V. PETTIGEN, who was appointed Chairman of the Committee on Legislation, has been active in the effort to secure amendments to the Harrison-Black-Fletcher Bill and also has been constantly on the alert to secure favorable consideration of bills presented to the Maryland Legislature for better high school facilities for Negro youth and the equalization of salaries of white and Negro teachers in the state of Maryland. Miss Pettigen is President of the Maryland Colored Teachers Association and during her administration her association has affiliated one hundred per cent with the National.

Leaders in the education of Negro youth in Maryland have achieved a notable victory in the passage of the bill equalizing the school term for the children of Maryland. It is difficult to understand why any group in a state should have to contend for simple justice. The minority group in this country must not accept inequality. It must constantly fight for the recognition of its fundamental rights and privileges. It must use every power within its command to secure those rights that are guaranteed to it under the Constitution of the United States. What has been accomplished in Maryland may be done in other states. Each state teacher's organization should seek to bring about equality in educational opportunities in the respective states. The National organization offers its service to this end.

The Gavagan anti-lynching bill has passed the House of Representatives and now goes to the Senate for concurrence. In its fight to secure the final passage of this bill, the National Association for the Advancement of Colored People has the united support of the National Association of Teachers in Colored Schools.

House Committee on Education Hold Hearing on Twice-Amended Federal Aid Bill

NATIONAL COORDINATION COMMITTEE FORCES AMENDMENTS, AND SUPPORTS BILL BEFORE HOUSE COMMITTEE

Washington, D. C., April 2, 1937. The National Coordinating Committee (composed of the representatives of 27 national and 3 local organizations), after a bitter fight before the Senate Committee on *Education and Labor* followed by extended conference with the House Sponsor of the Harrison-Black-Fletcher Bill, succeeded in having it sufficiently amended so that the National Committee could support it at the hearing before the House Committee on Education, held this week.

The Senate Committee, it will be recalled, favorably reported the bill to the Senate on March 19th. While the amended Senate Bill contained some of the provisions demanded by the National Coordinating Committee, nevertheless, the Committee felt that these amendments did not give sufficient safeguards of the interests of Negro separate schools in the South. Accordingly the National Committee immediately got in touch with Congressman Fletcher who, after extended conference, agreed to include further amendments and reintroduce the bill in the House. The bill (H.R. 5962) was reintroduced on Monday March 29th, and hearing before the House Committee on Education was begun on March 30th.

PROVISIONS OF NEW BILL

The bill as reintroduced by Congressman Fletcher, which the National Coordinating Committee supported at the hearing provides the following safeguards for Negro separate schools:

(1) The states having separate schools shall provide a plan for "a just and equitable distribution and expenditure of the Federal funds;

(2) That *every* school shall be kept open at least 160 days;

(3) That states shall expend as much money on schools as they spent in 1936, including" each population group for which schools are specifically maintained;

(4) That if any state violates any of these provisions the U. S. Commissioner of Education may withhold funds until violation is rectified;

(5) That the U. S. Commissioner of Education shall publish a report of the distribution and use of these funds.

The main difference between the amendments voted by the Senate Committee and those added by Congressman Fletcher is the fact that the Senate Committee did not provide for the withholding of funds by the U. S. Commissioner of Education if a "just and equitable distribution and expenditure" were not made. The National Coordinating Committee reports that it has obtained substantially its original demands, although not in as definite a form as it requested or desired.

NATIONAL COMMITTEE SUPPORTS NEW BILL

Hearing on the new Fletcher Bill (H. R. 5962) began before the Education Committee of the House on Tuesday, March 30, continuing through April 2nd. The Committee originally planned to present 10 or 12 witnesses, but due

to the crowded schedule it could present only 5. The Chairman of the Committee, Chas. H. Thompson, who is also professor of education at Howard University and Editor of the *Journal of Negro Education*, was the first witness for the Committee. He stated the Committee's position on the bill and gave an outline of the testimony the Committee proposed to give.

POSITION OF THE NATIONAL COORDINATING COMMITTEE

The position of the National Coordinating Committee was stated as follows:

(1) The Committee is 100 per cent for Federal aid to promote the equalization of educational opportunity;

(2) The Committee is convinced that Federal support is necessary to secure a more equitable educational opportunity for all the children of the nation;

(3) The Committee believes that this new bill (H. R. 5962), while it is by no means perfect, will, nevertheless, go far toward reducing some of the many inequalities which characterize our present provision of public educational opportunity; and therefore should be enacted into law.

REGIONAL CONFERENCE URGES AMENDMENT TO THE HARRISON-BLACK-FLETCHER BILL

The Fourth Regional Conference of the National Association of Teachers in Colored Schools meeting in Cincinnati, April 3, 1937, sent the following telegram to the Committee on Education, U. S. House of Representatives, Washington, D. C.:

"The Fourth Regional Conference of the National Association of Teachers in Colored Schools assembled in session at Cincinnati urges that the Fletcher Bill, H. R. 5962 be amended so as to safeguard the interests of Negro schools. Past history leads us definitely to believe that just and equitable distribution of Federal funds for schools is assured only when such provisions are set up in the federal law.

Signed: Fourth Regional Conference, Mary L. Williams, Vice President; Members of Committee: Lucy Harth Smith, Lexington, Ky., Prin. Washington School; W. S. Blanton, Pres. Ky. Negro Education Association; H. R. Merry, Covington, Ky. Prin. Lincoln-Grant School; R. B. Atwood, Pres. Ky. State College; Supt. L. A. Toney, W. Va.

The Fifth Regional Conference will be held in the New Lincoln School, Trenton, New Jersey, May 1. Carrington L. Davis, Vice President of this region, has prepared a splendid program for the Conference.

Meeting of the Fourth Regional in Cincinnati

The theme of the Fourth Regional conference of the N. A. T. C. S. held at Cincinnati, Ohio April 3, was "Public Education and the Negro." Miss Mary L. Williams, Regional Vice President, Charleston, West Va. presided. President H. B. Atwood, Kentucky State Industrial College, gave a comprehensive report on the history of federal aid to education in which he showed ample precedent for federal control in the distribution of aid to education in the states. His address was illustrated by charts and graphs showing that from 1789 the government had from time to time exercised its privilege of control in the allocation of funds to the several states. Several persons including Principal George A. Phillips of the Harriet Beecher Stowe School, Cincinnati, Dr. J. W. Scott, Assistant Principal of Sherman School, Cincinnati and Dr. W. W. Sanders, Executive Secretary of the N. A. T. C. S., Charleston, W. Va. participated in a discussion of the Harrison-Black-Fletcher Bill, after which the conference sent a strong resolution to the House and Senate committees on Education and Labor in the United States Congress, urging that the Harrison-Black-Fletcher Bill be so amended as to insure equitable distribution of federal funds among white and Negro schools. At the afternoon session Atwood S. Wilson Secretary of the Kentucky Negro Educational Association, discussed the topic "Do Our School Offerings Meet the Need of Negro Youth?" Miss Viola Johnson, Booker T. Washington High School, Lexington, Kentucky, discussed "Vocational Guidance". I. J. K. Wells, State Supervisor of Negro Schools of West Virginia, discussed "Vocational Opportunities for Negro Youth". Discussion leaders who participated in the general discussion were:

Mrs. Theda Van Lowe, President Bluegrass Principal Association, Lexington, Kentucky; J. I. Seals, Austin, High School, Knoxville, Tennessee; Mrs. Jessiemae G. Harris, Counselor, Stowe School, Cincinnati; H. R. Merry Principal, Lincoln-Grant School, Covington.

A delightful luncheon was served at the Delmar Hotel at which George W. Hayes, President, Schoolman's Club, Cincinnati, presided. Delegates and visitors to the Atlanta meeting of the N.A.T.C.S. made three minutes talks at the luncheon period. More than one hundred teachers from Tennessee, Kentucky, West Virginia, Indiana, and Ohio were in attendance at the meeting. The long time program proposed by the Executive Committee of the National Association, was endorsed and the Fourth Region pledged itself to further the interest of education among Negroes in cooperation with the N.A.T.C.S. The next meeting of the region will be held at Charleston, West Virginia the first Saturday in April 1937.

A conference of the Fifth Region of the N.A.T.C.S. will be held at the New Lincoln School, Trenton, New Jersey, during the month of May. Carrington L. Davis, Baltimore, Maryland, is Vice President of the Region and reports that a splendid program is being prepared for the meeting. Principal P. J. Hill of Trenton is in charge of arrangements for the meeting and those planning to attend should write him at New Lincoln School, Trenton, New Jersey.

Negro pupils are greatly retarded. Retardation seems to be related to the size of the school, shortness of school term, poorly-prepared and overloaded teachers, lack of equipment, poor health inaccessibility of schools, and poor building facilities.

Harrison-Black-Fletcher Bill

continued from page three

3. If this Bill is not amended, neither the Congress nor the public will know whether Negroes get an equitable share of the funds.

There is no provision for reporting expenditures by race. It is a matter of public interest to know how the money of all the people is spent.

4. If this Bill is not amended, the Federal Government becomes an active participant in this flagrant violation of public trust. It is bad enough for the Nation to sit passively by and observe this disgraceful procedure when only state funds are involved. This Nation cannot further debauch its moral fibre by turning over federal funds to be used in such a discriminatory fashion. This Bill must be amended to save the honor and integrity of our Federal Government.

HOW SHOULD THIS BILL BE AMENDED

This bill must provide the following safeguards in those states which legally maintain separate schools:

1. That the federal fund be spent on Negro schools in a proportion not less than that the Negroes bear to the total population of a state:

2. That such states spend out of state funds on Negro schools not less, proportionately, than they spent in 1936;

3. That a report be made to the U.S. Commissioner of Education showing disbursement of both state and federal funds by race, and a printed report be made of same;

4. That the ambiguous wording ("system" of schools) be changed to: "every school" shall be kept open for 160 days;

5. That funds be withheld from any state violating these provisions.

SUCH SAFEGUARDS ARE NOT NEW IN CONNECTION WITH FEDERAL FUNDS

1. The second Morrill Act of 1890 required the Secretary of the Interior to see that funds were equitably spent in states having separate schools.

2. The Bankhead-Jones Act of 1935 provided similar safeguards.

3. The National Youth Administration provides that: "In assigning quotas the number of young men and women of any racial group given aid shall not represent a smaller proportion of the total number aided than the proportion this racial group represents of the total population of the school district of state."

Every teacher should write a letter to the Honorable Hugh L. Black, Chairman, U. S. Senate Committee on Education and Labor, Washington, D. C., the Honorable Vincent L. Palmisano, Chairman, U. S. House Representative Committee on Education, Washington, D. C., and the senators and representatives in Congress from his or her state, requesting that the bill be amended so as to guarantee the equitable distribution of these funds between white and Negro schools.

Annual Report of the Executive Secretary

(Continued from December issue)

Last year it was recommended by the trustees that the Association secure a loan to place the office of the Executive Secretary in a position to do effective work through making contacts in the several states. The Delegate Assembly did not, in its wise judgement, approve this recommendation but it proposed an alternate proposition whereby we should go out immediately and secure life memberships that would equal the amount that was to have been borrowed. I do not know what happened to those who proposed this method. With the exception of one region, we have received practically no life memberships during the year. The Vice-President of this region, Mrs. Willa Carter Burch, has been able to send us ten life membership pledges. Several of them have been paid in full. There is no intention here to make comparisons, but evidently we meet and resolve and then go away forgetful of the things on which we have resolved. The Executive Secretary has made every effort, through the limited facilities he has, to contact the several states in an effort to carry out the mandates of the Delegate Assembly last year, but responses have been slow in coming in, so much so until it was positively discouraging. As has been said above, this organization cannot be built around one man; the Executive Secretary is the servant of the group but he should have the fullest cooperation on the part of all of the members of the organization, especially the leaders in the several states.

CONSTITUTION AND BY-LAWS

May I again call attention to the need of a revision of the Constitution and By-Laws. It is recommended that a committee be appointed to revise our by-laws, the same to make its report at the next annual meeting.

EXECUTIVE COMMITTEE MEETING

The Executive Committee has held one meeting during the year at which time it outlined the program for this meeting.

On the 16th day of February, intelligence of the death of our Treasurer, W. D. Miller, came to us. We were shocked. Mr. Miller had attended his usual duties the night of his death. His services are missed. He had a pleasing personality, was serious in his attention to the affairs of the organization, was devoted to the cause of education and at all times was ready to make any sacrifices that it might go forward. We shall miss him.

On the 30th day of February word came that Dr. John Hope, President of Atlanta University and past President of this organization, had passed. Dr. Hope was one of the pioneers in the building of the National Association of Teachers in Colored Schools. Around him centered the idealism of Negro youth who desired the better things of life.

His charming personality, quiet and dignified manner, his kindness of disposition and his devotion to education of the race endeared him to the hearts of all men. No one can fill the place made vacant by the passing of this great man.

State	Annual Memb.	Aff. Memb.	Life Memb.	State Aff.	Contr- butions	Total
Fla.	202.00	5.00		50.00		345.50
Ga.	94.50			25.00		60.00
Ill.	1.50					1.50
Ind.	4.90					4.90
Kans.	3.00					3.00
Ky.	43.50		5.00	50.00		98.50
La.	15.50	25.00		50.00	30.00	120.00
Md.	357.00			50.00		382.00
Miss.	4.50			25.00		29.00
Mo.	16.50					16.50
N. C.	12.00	10.00				6.00
N. J.	6.00					2.50
N. Y.	1.50					22.00
Ohio	36.75					36.75
Okla.	46.50					46.50
Pa.	2.75			5.00		7.75
S. C.	12.00	5.00		25.00		42.00
Tex.	7.00					9.00
Tenn.	9.00			50.00	5.00	62.00
Va.	25.00			25.00		50.00
W. Va.	500.50			25.00	15.00	550.50
	1,983.12	30.00	135.00	380.50	50.00	2,578.12

THE PHILADELPHIA MEETING

The local committee in charge of arrangements for the Philadelphia meeting of the association, July 27-30, is making elaborate preparations for the entertainment of delegates and visitors. (1) Headquarters will be at the Philadelphia High School for Girls, 17th and Spring Garden Streets; (2) Lodging and private homes will be available and meals will be served in the beautiful cafeteria in the headquarters building; (3) Recreation,—Recreational activities will include sight seeing in Philadelphia, a trip to Chaney, roof garden social hours, boat excursion and a dance. The local committee on music is preparing to preface each session with a musical program. President Burch is receiving acceptances from prominent persons who have been invited to speak on the general program on the theme "Meeting the Needs of the Individual". Speakers will approach the theme by discussing individual differences as related to the gifted, talented and handicapped.

This session will consider business matters of vital interest to the development and growth of the association. Standing committees on revision of the constitution, resolutions, anniversaries and commemoration, and citizenship will make their reports. These committees have been working hard during the year and it is expected that their reports will have a vital influence on the activities of the organization in the future.

We again urge upon all persons and agencies genuinely interested in Negro education the necessity for unceasing effort to obtain a fair allocation of federal funds to Negro education when such funds come to states in which there are separate schools for Negroes. The special reference here is to funds made available through such federal legislation as the Purnell Act, the Bankhead-Jones Act, the George-Deen Act, and similar acts which promote resident, experimental, and extension work in agriculture, home economics, and trade and technical education. —Resolution-Atlanta Meeting.

State	Annual Memb.	Aff. Memb.	Life Memb.	State Aff.	Contr- butions	Total
Ala.	270.50		25.00			74.00
Ark.	25.00		10.00			291.72
Del.	74.00			25.00		232.00
D.C.	211.72		80.00			94.50

Will You Help?

Continued discrimination in the distribution of public funds for educational purposes; the helplessness of the minority racial group to protect itself against such discrimination; the powerlessness of under trained and poorly paid teachers in many communities, to improve their educational and economic condition; the limited educational facilities offered Negro youth in many sections of the country, justify a united effort on the part of all teachers to weld themselves into an organization that seeks to improve educational conditions for Negroes throughout the country. This is the task assumed by The National Association of Teachers in Colored Schools. If you are in sympathy with this purpose you are invited to become a member of the organization and thus help improve the situation. Membership fees should be sent to William W. Sanders, Executive Secretary, 1034 Bridge Ave. Charleston, West Virginia.

The Bulletin

*Official Organ of the
National Association of Teachers in Colored Schools*

VOLUME XV

CHARLESTON, W. VA., JUNE, 1937

NUMBER 3

**ANNUAL MEETING: Philadelphia, Pa.,
July 27-30, 1937**

Theme: Meeting the Needs of the Individual

This Bulletin Is Published Four Times Yearly

The Bulletin

VOLUME XV,

CHARLESTON, W. VA., JUNE, 1937

NUMBER 3

Editorial Remarks

This issue of The Bulletin is designated "Constitution Issue." At the Atlanta meeting 1936, a committee was appointed to make a revision of the constitution. This committee has been working throughout the year. It has been assisted by the Executive Committee. The revision proposed herein has been worked out by the Executive Committee together with some of the members of the Committee on Revision. It is hoped that the delegates and all those interested will make a thorough study of the revision before the Philadelphia meeting. Several changes are proposed, among which are (1) the name of the Association; (2) term of officers; and (3) the abolition of the General Council. Several other minor changes are proposed.

Consideration of the revision is set for the first day's session, Wednesday morning, July 28. It is very necessary, therefore, that delegates be present at the first morning session and participate in the discussion of the proposed changes.

THE PHILADELPHIA MEETING

The local committee on arrangements for the meeting of the National Association of Teachers in Colored Schools to be held in Philadelphia, July 27-30, is making elaborate

preparations for the entertainment of the delegates who will be present at that meeting. Mr. Clarence R. Whyte, principal of the Durham-Arthur Public School, and the chairman of the Philadelphia committee, is doing everything possible to make this meeting one of the most successful the association has had. Among the attractions that are being prepared by the committee is a trip down the Delaware River on a palatial boat, a trip to Atlantic City on Saturday morning, July 31, a sight-seeing tour to interesting points in the city of Philadelphia, and a visit to Cheyney State Teachers College.

This is the first time the association has met in a northern city and much interest is being taken in the program that has been prepared by the president, Mrs. Willia Carter Burch, assisted by the executive committee. The next issue of The Bulletin will contain this program.

If you are interested in the education of Negro youth, you will find it profitable to be present at this meeting in Philadelphia. This will be the largest array of educators of Negro youth that has been held in recent years. If you are planning to attend write Miss Ethel B. Sargeant, 743 - 44th Street, Philadelphia, Pennsylvania, for housing reservations.

THE BULLETIN

Official Organ of the National Association of Teachers in Colored Schools

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William W. Sanders Editor

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Mrs. Willia Carter Burch, Administration Annex, Q and R Streets, N.W., Washington, D. C.

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Dr. H. H. Long, 1112 Girard St., N.W. Washington, D. C.

George B. Murphy, 1741 Druid Hill Ave., Baltimore, Md.

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W. A. Robinson, Atlanta University Laboratory School, Atlanta, Ga.

Dr. Garnet C. Wilkinson, Franklin Administration Bldg., Washington, D. C.

Miss Fannie C. Williams, 1932 Louisiana Avenue, New Orleans, La.

Articles of Incorporation of the American Teachers Association

Certificate of Incorporation of the American Teachers Association

We, the undersigned, Ollie L. Coleman, John C. Bruce, Nannie H. Burroughs, John M. Gandy, Eugene A. Clark, Henry L. McCrorey, Richard S. Grossley, Dwight O. W. Holmes, Henry A. Hunt, William H. A. Howard, Alain L. Locke, Arthur C. Newman, Richard B. Hudson, Marion P. Shadd, Lucy D. Slowe, Thomas W. Turner, Nelson E. Weatherless, Garnet C. Wilkinson, Clinton J. Calloway, and Nathan B. Young, being of full age, citizens of the United States, a majority of whom are residents of the District of Columbia, desiring to associate ourselves for educational purposes as a corporation, under and pursuant to the provisions of Chapter XVIII, Subchapter III, of the Code of Law of the District of Columbia as approved by the Congress of the United States of America, January 31 and June 30, 1902, and all acts amendatory thereof and supplemental thereto, for such purposes do hereby certify as follows:

1. That the name or title by which this organization shall be known in law is the American Teachers Association.

2. That the period of its existence and the duration of life of this corporation shall be perpetual.

3. That the objects and purposes of this corporation shall be to assist in raising the standard and promoting the interest of the teaching profession, and advancing the cause of education.

4. That the secular affairs of this organization shall be managed by a Board of Trustees consisting of five members.

5. That the trustees for the first year of its existence shall be Richard S. Grossley, Ollie L. Coleman, Thomas W. Turner, Nathan B. Young, and John M. Gandy.

6. That the said corporation shall have

power to carry on its business and other activities within the District of Columbia, throughout the United States and its dependencies, and elsewhere. That the main office of the corporation shall be in the city of Washington, District of Columbia.

7. The officers of this corporation shall be: a president, one or more vice presidents, an executive secretary, a treasurer, and a board of trustees. These officers shall perform such duties as are prescribed by the constitution and by-laws of this organization.

In testimony whereof we have hereunto set our hands and seals this eighteenth day of January, A.D., 1923. Richard S. Grossley, William H. A. Howard, Richard B. Hudson, Ollie L. Coleman, Nathan B. Young, John M. Gandy, Henry L. McCrorey, Joseph L. Clark, Henry A. Hunt, Clinton J. Calloway, County of Macon, State of Alabama.

I, Lena C. Shehee, a Notary Public in and for the County of Macon, State of Alabama, do hereby certify that Ollie L. Coleman, Joseph S. Clark, John M. Gandy, Henry L. McCrorey, Richard S. Grossley, Henry A. Hunt, William H. A. Howard, Richard B. Hudson, Clinton J. Calloway, and Nathan B. Young, parties to a certain deed being dated on the 18th day of January, A.D., 1923, and hereto annexed, personally appeared before me in the said County and State, the said Ollie L. Coleman, Joseph S. Clark, John M. Gandy, Richard B. Hudson, Henry L. McCrorey, Richard S. Grossley, Henry A. Hunt, William H. A. Howard, Clinton J. Calloway, and Nathan B. Young, being personally well known to me as the persons who executed the said deed and acknowledge the same to be their act and deed.

Given under my hand and seal this eighteenth day of January, A.D., 1923.

Signed: Lena C. Shehee, Notary Public in and for the County and State aforesaid.

Constitution and By-laws

(Revised)

AMERICAN TEACHERS ASSOCIATION
To be considered at the Annual Session,
Philadelphia, Pennsylvania, July 27-30, 1937

CONSTITUTION

ARTICLE I

Section 1. The name of this corporation shall be the American Teachers Association.

Section 2. The purpose of this corporation shall be to assist in raising the standard among all the teachers and to promote the interest of the teaching profession and to advance the cause of education among all groups.

ARTICLE II—MEMBERSHIP

Section 1. The following classes of membership are recognized by this association: 1. Annual Membership (a) Individual, (b) In bloc; 2. Life Membership; 3. Contributing Membership; 4. State affiliation.

ARTICLE III—OFFICERS

Section 1. The elective officers of this association shall be: (a) President, (b) One Vice President for each Region, (c) Executive Secretary, (d) Treasurer, (e) Board of Trustees and such other officers as the association may authorize

Section 2. These officers shall be elected by ballot, as provided in the by-laws.

ARTICLE IV—DUTIES OF OFFICERS

President

Section 1. The president of this association shall be elected for a term of one year and by a majority vote of the delegates present and voting, may succeed himself for a second term of one year. He may succeed himself for a third term of one year only upon the unanimous ballot of the delegates present and voting at any session.

Section 2. The president of this association shall preside at all regular sessions of the association, including the Delegate Assembly, unless he elects to designate a Vice-President or some other member of the association to preside in his stead.

Section 3. By virtue of his office the president shall be chairman of the Executive Committee as provided in the by-laws; he

shall be ex-officio a member of all regular committees of the association; ex-officio a member of the Trustee Board; and ex-officio a member of the departments of the association.

Section 4. He shall approve all bills incurred by this association and shall endorse all vouchers drawn on the treasury of this association before they are paid.

Section 5. The president and executive secretary shall be responsible for the program of each annual session, including the program of the various departments.

Section 6. The president shall perform such other duties as may be provided by the constitution and by-laws of the association.

Executive Secretary

Section 7. The executive secretary shall be elected for a term of one year by a majority vote of all delegates present and voting at any annual session and shall hold office until his successor is duly elected and qualified. He shall keep a full and accurate record of all the proceedings of all general sessions, and of those of the Executive Committee. He shall conduct the business of the association as directed by the Executive Committee. He shall collect all fees and monies of the association and shall transmit all fees and monies to the treasurer of the association each month. He and the president of the association shall approve all bills presented for payment. The executive secretary, with the knowledge and consent of the president, shall organize the personnel of his office in the headquarters of the association as provided by the Articles of Incorporation, provided that all expenditures are made in conformity with the by-laws. The executive secretary shall be responsible jointly with the president and Board of Trustees, for all properties of this association. He shall be bonded in such amount as may be determined by the Board of Trustees. He shall print, publish, and distribute official reports of the association only upon the approval of the Executive Committee. The executive secretary and the president of the association shall edit the Bulletin and shall have final

judgment of material submitted for publication. The executive secretary shall receive compensation as provided in the by-laws.

Treasurer

Section 8. The treasurer shall be elected for a term of one year by a majority vote of all delegates present and voting and shall hold office until his successor is duly elected and qualified. He shall receive from the executive secretary all funds of the association and he shall be responsible to the Executive Committee for the safekeeping of such funds and to the Board of Trustees for the exact accounting of the same. He shall pay the bills of the association only on the authority of the president and Executive Secretary. The treasurer shall be bonded in such an amount as may be determined by the Board of Trustees. He shall make an annual report to the Board of Trustees and this board shall transmit such report to the Delegate Assembly.

Board of Trustees

Section 9. The Board of Trustees shall consist of seven active members including the president of the association, who shall be ex-officio a member of the board. The Board of Trustees shall hold in trust, jointly with the president and executive secretary, all property of this association. The term of office of the members of the Board of Trustees, other than the president, shall be three years and shall be arranged so that two of the elected members shall retire annually. Any member of the Board of Trustees who is absent from two consecutive annual meetings of the board, shall forfeit his membership on the board. The Board of Trustees shall meet annually at the same time and place as the American Teachers Association and shall make a report to the Delegate Assembly. The Board of Trustees may hold special meetings on their own initiative and shall hold special meetings at the request of the Executive Committee.

ARTICLE V—DELEGATE ASSEMBLY

Section 1. The powers of the active members of the association exercised at the annual meeting in the election of officers and the transaction of business, shall be vested in and exercised by a Delegate Assembly.

The Delegate Assembly shall be composed of delegates duly elected by organizations maintaining membership in the American Teachers Association; life members; and past presidents of the association. At the beginning of each annual session the Executive secretary shall certify a list of delegates, life members, and past presidents, which list shall constitute the membership of the Delegate Assembly.

Section 2. Twenty-five members of the Delegate Assembly shall constitute a quorum for the transaction of business at any meeting of the Delegate Assembly.

ARTICLE VI—COMMITTEES

Section 1. Standing committees of the association shall be as follows: Executive, Auditing, Resolution, Necrology, Time and Place, and Legislative.

Executive Committee

Section 2. The executive committee shall consist of the president of the association as chairman, the treasurer, the chairman of the Trustee Board, the executive secretary, and two members elected by a majority vote of the Delegate Assembly. The elected members of the committee shall serve for a term of one year or until their successors are duly elected and qualified. The Executive Committee shall meet annually at the same time and place as the American Teachers Association and shall hold special meetings at the call of the president or when a majority of the committee requests a meeting. The Executive Committee shall have charge of all the affairs of the American Teachers Association when that body is not in session.

ARTICLE VII—AMENDMENTS

Section 1. This constitution may be amended at any annual meeting by unanimous vote of the delegates present and voting provided that due notice of the proposed amendments shall have been given the members of the association at least sixty days before the vote is to be taken and provided further that due publication of such proposed amendment shall have been made in the official organ of the association or by written notice by the executive secretary to the officers and the standing committees of the American Teachers Association and to the presidents and secretaries of state and other allied organi-

zations maintaining membership in the American Teachers Association.

Section 2. This constitution may be amended by a two-thirds majority vote of the delegates present and voting at any annual meeting provided that the proposed amendment shall have been presented at a previous annual meeting.

BY-LAWS

ARTICLE I—MEMBERSHIP FEES

Section 1. Membership fees shall be as follows: 1. Annual (a) Individual Membership \$1.50; (b) Bloc Membership 50 cents (State Associations; local associations in states not maintaining state associations, may become members of the American Teachers Association, provided each member of such association pays 50 cents to the American Teachers Association through the local, county or city association); (c) Life Membership \$25.00; (d) Contributing Membership, over \$25.00.

Section 2. Each state, county, or local association may become affiliated with the American Teachers Association upon payment of an annual affiliation fee of \$5.00 for each delegate to which it is entitled in the Delegate Assembly of the American Teachers Association. The minimum fee shall be \$25.00 and the maximum \$50.00.

ARTICLE II—OFFICERS

Section 1. The officers of this association shall be: president, six regional vice-presidents, executive secretary, treasurer, executive committee, and board of trustees. These officers shall perform such duties as are prescribed in the constitution and by-laws of this association.

Section 2. The powers of the active members of the American Teachers Association exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by the Delegate Assembly. The Delegate Assembly shall be composed of delegates duly elected and qualified by organizations maintaining membership in the American Teachers Association. Each state, county or local organization maintaining membership in the American Teachers Association shall be entitled to one delegate for each twenty-five

members or major fraction thereof, of its membership in the American Teachers Association. In states where county, city or local organizations do not exist, such states shall be entitled to one delegate for each twenty-five members or major fraction thereof, in the American Teachers Association. Only persons maintaining membership in the American Teachers Association may represent state, local and county organizations in the Delegate Assembly.

Section 3. Certification of Delegates. Thirty days prior to the annual session of the American Teachers Association, the executive secretary shall notify each educational unit of the association of the number of representatives to which it is entitled but the various educational units shall elect and certify their own delegates in accordance with the rules and regulations of the American Teachers Association. The local units shall forward to the executive secretary a list of their certified delegates to the annual session, so that a proper roster of accredited delegates to the annual session may be presented by the executive secretary at the opening session. Each delegate or alternate, if the regular delegate is not present, shall have one vote in all business matters that come before the association.

ARTICLE III—DEPARTMENTS

Section 1. The following departments are hereby continued or created: Department of College Education, Department of High School Education, Department of Elementary Education, Department of Rural Education, Department of School Supervision, Department of Health Education, Department of Agricultural Education, Department of Trade and Vocational Education, Department of Home Economics Education, Department of Library Education, the Department of Guidance, and the Department of Art.

Section 2. New Departments. Whenever twenty-five or more active members of this association propose a new department, such proposal shall be made to the Executive Committee and presented by the executive secretary at one of the general sessions for its approval.

Section 3. Each department shall have power to organize, by electing the necessary

officers, and shall be the sole judge of such elections. Each department shall submit its program for each annual session to the president and executive secretary of the association for their approval.

Section 4. No department shall incur any indebtedness for which the American Teachers Association shall be responsible, without the knowledge and consent of the Executive Committee.

Section 5. Should any chairman of a department fail to submit his program to the president and executive secretary ninety days prior to any annual session, the president and executive secretary shall use their discretion as to whether or not they shall formulate a program for the department, so that the department may properly function at the annual session.

ARTICLE IV—COMMITTEES

Standing Committees

Section 1. The duties of the standing committees of the American Teachers Association shall be such as are usually performed by such committees.

Section 2. At the beginning of each annual session of the Delegate Assembly, the president shall appoint five election commissioners to conduct the election of all officers to be elected. This commission shall sit between the hours of two and five o'clock in the afternoon on the third day of the annual session of the Delegate Assembly to receive the votes of the delegates and shall tabulate the results and make their reports on the morning of the final day of the meeting of the Delegate Assembly.

ARTICLE V—REGIONS AND OFFICERS

Section 1. In order to further promote the interest in education throughout the United States, the following regions are hereby continued:

First region, including Louisiana, Arkansas and Mississippi;

Second region, including Alabama, Florida, and Georgia;

Third region, including Virginia, North Carolina and South Carolina;

Fourth region, including Indiana, Kentucky, Ohio, Tennessee and West Virginia;

Fifth region, including Delaware, District of Columbia, Maryland, New Jersey, New

York, and Pennsylvania; and

Sixth region, including California, Illinois, Kansas, Missouri, Oklahoma, Texas, and Wisconsin.

Section 2. The association reserves the right to create other regions or change the composition of the existing regions when conditions so warrant.

Section 3. The vice-presidents of these six regions shall be appointed by the president and confirmed by the American Teachers Association.

ARTICLE VI—AMENDMENTS

Section 1. Any article or section of these by-laws may be suspended at any annual session by a two-third majority vote of all members present providing a quorum exists at the time.

Section 2. Any article or section of these by-laws may be amended at any annual session by a two-third majority vote of all members present and voting.

ARTICLE VII

Upon adoption of this constitution and by-laws, all former regulations adopted by the association are hereby repealed, except the certificate of incorporation, which shall remain the fundamental law of the association until a new charter shall be secured from the proper federal authorities. This constitution and by-laws shall be effective immediately upon adoption.

ARTICLE VIII

Addenda

Montgomery Plan of Membership

1. The president and secretary of every state teachers organization and of every large local teachers organization that accept this plan shall become members of the General Council of the American Teachers Association by virtue of their election to their office in their state or local association. They shall replace the state representatives now set up in the General Council.

2. A fee of 50 cents per member will be collected in each state organization which adopts the plan. This 50 cents will be collected from every member of the state or local organization to be turned over to the secretary of the American Teachers Association by the officers of the state or local association. This 50 cents will be a full annual

paid-up membership in the American Teachers Association. This 50 cents A. T. A. fee will be collected from every member of the state or local organization at the same time the annual state or local fee is collected.

Persons who are not members of their state or local teachers association or who reside in states which do not adopt the 50 cents membership plan will pay annual membership fee of \$1.50.

Libraries, societies, etc., will pay an annual membership fee of \$1.50.

3. It will be the duty of the general council annually to select one topic for investigation. The topic shall deal with some problem highly important in the field of education. A topic for investigation may be continued for more than one year if the General Council so decides.

4. There shall be an annual publication of the study which will be decided upon by the General Council and a copy of the publication will be mailed to every member of the American Teachers Association.

5. This plan should be submitted to the various state and local associations at their next meeting for ratification, approval, or disapproval.

The president and executive secretary shall select two persons in each state to present this matter to their state associations and make report of the decision of the state association to the Executive Committee.

6. The next annual meeting of the American Teachers Association shall canvass the results of the action of the various state and local associations in their consideration of this plan, and if enough favorable action has taken place they shall present the plan to the Delegate Assembly of the American Teachers Association for definite action.

Should a sufficient number of states adopt this plan, the Association meeting of Talla-

hassee, July 30, 1935, will ratify it and thereafter each state in collecting membership for its own association will collect fifty cents from each of its members for the American Teachers Association. The state affiliating will be entitled to representation in the Delegate Assembly and General Council. Each member in a state affiliating will receive the Bulletin. In states that do not adopt this plan and in states where there are no state or local associations, the American Teachers Association membership fee will continue at \$1.50.

Louisville Plan

Louisville Plan unanimously adopted at the annual session held in Louisville, Kentucky, August 4, 1932.

Section 1. A budget of ten thousand dollars (\$10,000) is hereby proposed by the Board of Trustees, to be used as follows: That the executive secretary should receive fifty percent of all monies collected through his office until he has received a maximum of five thousand dollars (\$5,000), after which he will not share further in amounts collected for the association. It is distinctly understood that he is not guaranteed a salary of five thousand dollars (\$5,000), but is to receive fifty percent of all monies collected until the amount he receives equals a maximum of five thousand dollars (\$5,000). For example, should he collect only four thousand dollars (\$4,000) during any calendar year, his salary will be two thousand dollars (\$2,000).

Section 2. That fifty percent of all monies collected by the executive secretary is to be applied to the current expenses incident to the maintenance of permanent headquarters in Washington, D. C., and for operating expenses of the American Teachers Association.

W. H. FOUSE OF KENTUCKY HONORED

W. H. Fouse, principal of the Paul Lawrence Dunbar High School, Lexington, Kentucky, was elected president of the Kentucky Negro Educational Association at its recent meeting. Mr. Fouse was also honored by his alma mater, Otterbein College, at its commencement in June, at which time the degree of Doctor of Pedagogy was conferred

upon him in recognition of his distinguished services in education. Mr. Fouse was recently guest speaker at the unveiling of a memorial table to the author of "Darling Nellie Gray," at Westerville, Ohio. It was largely through his efforts that funds for the erection of this memorial were secured.

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The Bulletin

Official Organ of the
National Association of Teachers in Colored Schools

Volume XV

Charleston, W. Va., June, 1937

Number 4

Theme: Meeting the Needs of the Individual

ANNUAL MEETING: PHILADELPHIA, PA.

JULY 27-30, 1937

PUBLISHED FOUR TIMES YEARLY

THE BULLETIN

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Wm. W. Sanders.....Editor

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La.

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ton, D. C.

Miss Fannie Williams, 1922 Louisi-
ana Avenue, New Orleans, La.

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Thirty-fourth Annual Convention
Philadelphia, Pa.

DIRECTORY OF MEETINGS

All General Sessions, morning and evening, will be held in the auditorium of the Philadelphia High School for Girls, Seventeenth and Spring Garden Streets.

All committee meetings and conferences will be held in the Philadelphia High School for Girls. (See program.)

DEPARTMENTAL MEETINGS

All Departmental Meetings will be held in the Philadelphia High School for Girls except as indicated *.

Agricultural Education	Room 101
Art Education	Room 310
College Education	Room 103
Elementary Education	Room 106
Guidance in Education	Room 109
*Handicapped Pupils (see program)	Room 201
Health Education	Room 102
High School Education	Room 204
Home Economics Education	Room 108
Library Service	Room 105
Rural Education	Room 210
School Principals	Room 104
School Supervision	Room 205
Trade and Vocational Education	Room 213
Visual Education	Room 214
Registration	Clerk's Office
Conferences	Room 303
Exhibits	Corridors, 2nd floor
President's Office	Principal's Office

LOCAL COMMITTEE CHAIRMEN

General Chairman	Clarence R. Whyte
Assistant General Chairman	Tanner G. Duckrey
Allied Organizations	Leslie P. Hill
Educational Exhibits	
School	Allan R. Greelon
Entertainment	George Lyle
Finance and Membership	John Brodhead
Housing	Ethel Sarjeant
Information	John E. Thomas
Music	Malcolm P. Poindexter
Professional Hostess	Nellie R. Bright
Publicity	James H. Duckrey
Reception	Verona Beckett
Registration	Mrs. Dorothy T. Townes, Mrs. Gladys L. Thomas
Secretary, P. A. T. C. C.	William F. Duckrey
Souvenir Programs	Wayne L. Hopkins

NATIONAL OFFICERS—1936-1937

Mrs. Willa Carter Burch, President, School Administration Annex, 14th and Que Streets, N. W., Washington, D. C.

Regional Vice-Presidents:—

Region No. 1—J. L. Jones, Minden, Louisiana.

Region No. 2—Mrs. N. Agnes Jones, 572 Tatnall Street, Atlanta, Ga.

Region No. 3—F. D. Bluford, A. and T. College, Greensboro, N. C.

Region No. 4—Mary L. Williams, 1011 2nd Ave., Charleston, W. Va.

Region No. 5—Carrington Davis, 1821 McCulloh St., Baltimore, Md.

Region No. 6—J. Arthur Turner, Stowe Teacher College, St. Louis, Mo.

Dr. William W. Sanders, Executive Secretary, 1034 Bridge Avenue, Charleston, W. Va.

Dr. Howard H. Long, Treasurer, Henry Wilson School, 17th Street, between Euclid Street and Kalorama Road, Washington, D. C.

BOARD OF TRUSTEES

J. S. Clark, Chairman.....	Southern University, Baton Rouge, La.
Fannie C. Williams.....	1922 Louisiana Ave., New Orleans, La.
H. L. McCrorey.....	Johnson C. Smith University, Charlotte, N. C.
W. A. Robinson.....	Atlanta University, Atlanta, Ga.
Dr. G. C. Wilkinson.....	Public Schools, Washington, D. C.

EXECUTIVE COMMITTEE

Willa Carter Burch, W. W. Sanders, H. H. Long. R. E. Clement,
George B. Murphy

CHAIRMEN OF DEPARTMENTS

Agricultural Education.....	B. L. Perry
Art Education.....	Mrs. Rosa N. Hampton
College Education.....	Dr. John W. Davis
Elementary Education.....	Mrs. Louise C. Albert
Guidance in Education.....	James P. Brawley
Handicapped Pupils.....	James H. Duckrey
Health Education.....	F. Rivers Barnwell
High School Education.....	Harry T. Pratt
Home Economics Education.....	Alice M. Harris
Library Service.....	Mrs. Angeline D. Smith
Rural Education.....	Thelma Smiley
School Principals.....	W. A. Robinson
School Supervision.....	Mrs. Mary McDavid
Trade and Vocational Education.....	J. C. Evans
Visual Education.....	Mrs. Rebecca Gray

CHAIRMAN, GENERAL COUNCIL

Dr. Rufus E. Clement, President, Atlanta University, Atlanta, Ga.



THE SCHEDULE

TUESDAY, JULY 27, 1937

2:00 P. M.—Meeting of the Trustee Board
3:00 P. M.—Meeting of the General Council
7:45 P. M.—Musical Program
8:15 P. M.—First General Session

WEDNESDAY, JULY 28, 1937

9:00 A. M.—Musical Program
9:30 A. M.—First Meeting of Delegate Assembly
12:30 P. M.—Luncheon
2:00 P. M.—Departmental Meetings (see program)
4:00 P. M.—Committee Meetings
4:15 P. M.—Constitution Anniversary Tea—Bethel A. M. E. Church—
Negro Women of Philadelphia, Pa.
Sight Seeing Pilgrimage—Philadelphia, Pa.
7:45 P. M.—Musical Program
8:15 P. M.—Second General Session
10:00-12:00 P. M.—Roof Garden Party—Y.W.C.A.—1607 Christian Street,
Staff—Y.W.C.A.

THURSDAY, JULY 29, 1937

- 9:00 A. M.—Musical Program
9:30 A. M.—Second Meeting of Delegate Assembly
12:30 P. M.—Luncheon
2:00 P. M.—Departmental Meetings (see program)
3:00-5:00 P. M.—Election (by ballot)
5:00 P. M.—Motor Trip to Pomroy, Pa.—Experimental Farm School in
Special Education (Handicapped)
7:45 P. M.—Musical Program
8:15 P. M.—Third General Session
10:00 P. M.—Night Boat Ride—Moonlight Down the Delaware

FRIDAY, JULY 30, 1937

- 9:00 A. M.—Musical Program
9:30 A. M.—Third Meeting of Delegate Assembly
12:30 P. M.—Luncheon
2:00-6:00 P. M.—Lawn Party—State College, Cheyney, Pa., Alpha Kappa
Alpha Sorority
7:45 P. M.—Musical Program
8:15 P. M.—Fourth General Session
10:00-12:00 P. M.—Reception—Fletcher's Auditorium, Broad Street (air
conditioned) Phi Delta Kappa Sorority

SATURDAY, JULY 31, 1937

- 9:00 A. M.—Motorcade to Atlantic City, N. J.
Assemble at Headquarters, Philadelphia High School for
Girls
Atlantic City Headquarters—New Jersey Avenue School

GENERAL PROGRAM

General Theme:—Meeting the Needs of the Individual, specifically,
Individual Differences as Related to the Gifted, Talented, Handicapped.

1. What they are and their significance
2. How to determine them
3. How to meet the needs

- Tuesday, July 27, 1937, 2:00 P. M.**.....**Room 312**
Meeting of the Trustees, J. S. Clark, Chairman, presiding
Tuesday, July 27, 1937, 3:00 P. M......**Room 313**
Meeting of General Council, R. E. Clement, Chairman, Presiding

FIRST GENERAL SESSION

Tuesday, July 27, 1937—Auditorium

- 7:45 P. M.—Music—String Quintet—Charles McCabe, Director
8:15 P. M.—Clarence Whyte, President of the Pennsylvania Association
of Teachers of Colored Children, Presiding
Invocation—Rev. Robert Bagnall, St. Thomas Episcopal
Church

Greetings:

State of Pennsylvania—His Excellency, Governor George
H. Earle
State Department of Education—
Dr. Gerald P. Whitney, Harrisburg, Pa.
The City of Philadelphia—The Mayor,
Honorable S. Davis Wilson
The Board of Education—Philadelphia
John P. Turner, M.D., LLD.,
Member of the Board of Education, Philadelphia, Pa.
Department of Public Instruction—
Dr. Edwin C. Broome—Superintendent

Teachers of Pennsylvania—Mrs. Edith M. Hurley,
 Martha Washington School
 Citizens of Philadelphia—Mrs. Addie W. Dickerson,
 President, International Council of Women of
 Darker Races
 National Congress of Parents and Teachers
 Mrs. Essie Mack, President
 Response—Dr. J. S. Clark, Chairman,
 Board of Trustees, N. A. T. C. S.
 Music—Piano Solo—Mrs. Ursula Curd
 Reading—Goldie Erwin
 Music—Violin Solo—Charles McCabe
 Music—Baritone Solo—Malcolm P. Poindexter
 Announcements and Remarks—Mrs. Willa Carter Burch,
 President
 Benediction—Rev. Frank Mitchell

Wednesday, July 28, 1937

Topic: Individual Differences as Related to the Gifted

- 9:00 A. M.—Music and Dance—Pupils of Reynolds, Singerley and Arnold
 Schools. Orchestra—Durham School
 9:30 A. M.—Byrd Trio—Field School
 9:30 A. M.—First Meeting of Delegate Assembly—Mrs. Willa Carter
 Burch, President, Presiding
 Invocation—Rev. H. P. Jones, Bethel A. M. E. Church
 Annual Address of the President, Mrs. Willa Carter Burch
 Business Session—Organization of Delegate Assembly
 Report of Executive Secretary
 Report of Treasurer
 Report of Committee on Revision of the Constitution
 Nomination of Officers for Ensuing Year
 Appointment of Election Commission
 11:30 A. M.—Address—Dr. Martin Jenkins, A. and T. College,
 Greensboro, N. C.
 The Conservation of Talent—A Discussion of Gifted
 Students on the High School and College Levels
 12:00 Noon—Reports—Regional Vice Presidents
 Region 1. J. L. Jones
 Region 2. Mrs. M. Agnes Jones
 Region 3. F. D. Bluford

Wednesday Afternoon, July 28, 1937

- 12:30 P. M.—Luncheon
 2:00-4:00 P. M.—Departmental Meetings (see program)
 4:00-5:00 P. M.—Committee Meetings
 4:15 P. M.—Constitution Anniversary Tea—Bethel A. M. E. Church—
 Negro Women of Philadelphia
 Sight-seeing—Philadelphia, Pa.

SECOND GENERAL SESSION

Wednesday Evening, July 28, 1937

- 7:45 P. M.—Music—Donazetta Choral Society, Randolph Smith, Director
 Music—Piano—Mrs. Harriet M. Williamson,
 State College, Cheyney, Pa.
 8:15 P. M.—Dr. Ambrose Caliver, Senior Specialist in Negro Education,
 U. S. Department of Interior, Office of Education, Wash-
 ington, D. C., Presiding
 Invocation—Rev. William A. Harrod, First African Baptist
 Church

Address—Dr. Leslie P. Hill—President State College, Cheyney, Pa. The Philosophy Underlying the Education of Negroes

Address—Dr. Howard H. Long—Assistant Superintendent of Schools, Washington, D. C. Salvaging Exceptional Abilities

Benediction—Rev. John Logan, St. Simon P. E. Church

10:00 P. M.—Roof Garden Party, Y. W. C. A., 1607 Catherine Street, Y. W. C. A. Staff

Thursday Morning, July 29, 1937

Topic: Individual Differences as Related to the Talented

9:00 A. M.—Music—N. Y. A. Choral Group, Dr. W. Franklin Hoxtor, Director

Puppet Show—Pupils of Durham and Hill Schools

9:30 A. M.—Second Meeting of Delegate Assembly—Mrs. Willa Carter Burch, President, Presiding

Invocation—Rev. Leonard George Carr, President, Baptist Minister's Conference

Address—Vinita V. Lewis, Assistant in Child Welfare Service, Department of Labor, Washington, D. C. Social Services Protecting Talented Children

Address—Dr. Felton Clark, Dean, Southern University, Baton Rouge, Louisiana. The Talented Negro Child at Secondary and College Levels

11:00 A. M.—Reports of Committees

N. E. A. Committee to Cooperate with the N. A. T. C. S.

N. C. Newbold, State Director of Negro Education, Raleigh, North Carolina, Chairman

On Legislation—Mrs. Enola P. McMillan, President, Maryland State Teacher's Association, Chairman

12:00 Noon—Reports—Regional Vice-Presidents—

Region 4. Mary L. Williams

Region 5. Carrington L. Davis

Region 6. J. Arthur Turner

12:30 P. M.—Luncheon

Thursday Afternoon, July 29, 1937

2:00-4:00 P. M.—Departmental Meetings (see program)

3:00-5:00 P. M.—Election

5:00 P. M.—Motor Trip—Pomroy, Pa., Experimental Farm School in Special Education

The Ballot Commissioners will sit from 3:00 to 5:00 P. M., Thursday, to receive ballots from members of the Association. Only accredited delegates, past presidents and life members are eligible to vote. The Executive Secretary will give to each State Chairman the number of delegates to which his state is entitled.

THIRD GENERAL SESSION

Thursday Evening, July 29, 1937

7:45 P. M.—Music—Choir, St. Barnabas Church, Louise Robinson, Director

Dr. John P. Turner, Member Board of Education, Philadelphia, Pa., Presiding

Invocation—Rev. E. Sydnor Thomas, St. Barnabas Church

Address—Dr. F. D. Patterson, President, Tuskegee Institute, Tuskegee, Ala. Factors Determining the Approach to Individualized Instruction

Address—Dr. James H. E. Bossard, Professor Sociology,
University of Pennsylvania, Philadelphia, Pa. Social Change
and the Individual
Benediction—Rev. Arthur Ranklin, Berean Presbyterian
Church

10:00 P. M.—Night Boat Ride—Moonlight Down the Delaware

GENERAL PROGRAM

Friday Morning, July 30, 1937

Topic: Individual Differences as Related to the Handicapped

9:00 A. M.—Music—Vocal Solo, Violet Warrington

Piano Solo, Grace DeLoach

Demonstration—Camp Fire Girls, Armstrong Association

9:30 A. M.—Third Meeting of Delegate Assembly

■ Mrs. Willa Carter Burch, President, Presiding

Invocation—Rev. Robert Tabbs—Church of Crucifixion

Address—Dr. F. P. Kitrell, Dean, Bennett College, Greens-
boro, N. C. How Can the Handicapped Child Be Helped to
Live as Effectively as Possible?

Address—E. T. Atwell, National Recreational Association,
New York, N. Y. Recreation and Health Program.

11:00 A. M.—Reports of

Departments

Committee on Audit

Election Commission

Committee on Time and Place

Committee on Resolutions

Committee on Necrology

Music—Boys' Choir—Church of Crucifixion, William King,
Director

Prayer—Rev. Robert Tabbs—Church of Crucifixion

Installation of Officers

12:30 P. M.—Luncheon

2:00-6:00 P. M.—Lawn Party—State College, Cheyney, Pa., Alpha Kappa
Alpha Sorority

FOURTH GENERAL SESSION

Friday Evening, July 30, 1937

7:45 P. M.—Music—Piano Solo—Joseph Lockett

Reading—Caroline Fay Howard, State College, Cheyney, Pa.

8:15 P. M.—Mrs. Willa Carter Burch, President, Presiding

Invocation—Rev. Marshall Sheppard, Mt. Olivet Baptist
Church

Address—Dr. Gladys G. Ide, Director of Special Education,
Philadelphia, Pa. Some Problems of School Children

Address—Dr. Charles H. Wesley, Head of the Department
of History, Howard University, Washington, D. C. Edu-
cation and Leadership

Benediction—Rev. D. W. Henry, Tindley Temple

10:00-12:00 P. M.—Reception—Fleicher's Auditorium, Broad Street, (air-
conditioned) Phi Delta Kappa Sorority

Saturday, July 31, 1937

9:00 A. M.—Motorcade to Atlantic City, N. J. Assemble at Headquar-
ters, Philadelphia High School for Girls

Atlantic City Headquarters—New Jersey Avenue School

DEPARTMENTAL SESSIONS

Sessions of each department of the N. A. T. C. S. will be held from 2:00 to 4:00 on Wednesday and Thursday. The director of each Department is requested to hand to the Executive Secretary a complete report of the meetings of his Department, together with the names and addresses of the officers elected for next year. A brief report of the findings of each Department will be made to the Delegate Assembly on Friday morning, July 30, 1937.

General Theme: Meeting the Needs of the Individual, Specifically, Individual Differences as Related to the Gifted, Talented, Handicapped

1. What they are and their significance
2. How to determine them
3. How to meet the needs

DEPARTMENT OF AGRICULTURE

Chairman: B. L. Perry, Dean of Agriculture, Florida A. and M. College, Tallahassee, Fla.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted and the Talented

Speakers: L. A. Marshall, Director of Agriculture, Princess Ann Academy, Princess Anne, Md.

How to Determine and Meet the Needs of the Especially Gifted Student.

R. L. Reynolds, Teacher-Trainer, Florida A. and M. College, Tallahassee, Fla.

Adjusting Class Work to the Needs of the Talented Individual

Discussion Leader: B. L. Perry

Thursday, July 29, 1937

2:00-4:00 P. M.

The Handicapped

Speakers: J. P. Burgess, Teacher-Trainer, South Carolina State College, Orangeburg, S. C.

How to Discover the Difficulties of the Handicapped Child

Cornelius King, Director of Agriculture, Southern University, Scotlandville, La.

How to Adjust Class Work to Meet the Needs of the Handicapped Child

Discussion Leader: B. L. Perry.

DEPARTMENT OF ART EDUCATION

Chairman: Mrs. Rosa Nixon Hampton, Director of Art, Public Schools, Washington, D. C.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: James A. Porter, Instructor in Fine Arts, Howard University, Washington, D. C.

The Gifted Art Pupil—His Needs and How to Meet Them

Panel: W. N. Buckner, Art Teacher, Washington, D. C.

G. Oscar Carrington, Art Teacher, Wilmington, Del.

Mrs. Constantia W. Jackson, Art Teacher, Baltimore, Md.
C. H. Johnson, Instructor in Fine Arts, Wilberforce University,
Wilberforce, Ohio
S. D. Milton, Art Teacher, Washington, D. C.
Mrs. I. H. Seldon, Art Teacher, Washington, D. C.

Discussion

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: Mrs. Laura Wheeling Waring, Art Instructor, Cheyney, Pa.
The Talented Art Pupil—His Needs and How to Meet Them

Panel: Ralph V. Cook, Art Teacher, Baltimore, Md.

Mrs. Beatrice B. Clare, Art Teacher, Philadelphia, Pa.

J. V. Herring, Head Art Department, Howard University, Washington, D. C.

Lois Jones, Instructor in Art, Howard University, Washington, D. C.

Amaza Meredith, Head of Art Department, Virginia State College,
Petersburg, Va.

Florence Purviance, Art Supervisor, Public Schools, Baltimore, Md.

Discussion

DEPARTMENT OF COLLEGE EDUCATION

Chairman: John W. Davis, President, West Virginia College, Institute,
W. Va.

Wednesday, July 28, 1937

2:00-4:00 P. M.

Presiding: Dr. Leslie P. Hill, President, Cheyney State Teachers College,
Cheyney, Pa.

Topic: College Curriculum as an Instrumentality for Serving the Needs
of the Negro Students

Speakers: Dr. Martin D. Jenkins, Professor of Education, A. and T.
College, Greensboro, N. C.

Dr. Walton C. John, U. S. Office of Education, Washington, D. C.

Dr. F. D. Patterson, President Tuskegee Institute, Tuskegee, Ala.

Ira DeA. Reid, Department of Sociology, Atlanta University, At-
lanta, Ga.

Discussion Leaders: Dr. Laurence Foster, Cheyney Teachers College,
Cheyney, Pa.

L. A. Tony, Assistant Superintendent of Schools, Fayette County,
Fayetteville, W. Va.

Walter White, Secretary, N. A. A. C. P., New York, N. Y.

Thursday, July 29, 1937

2:00-4:00 P. M.

Presiding: Dr. Garnet C. Wilkinson, First Assistant Superintendent of
Schools, Washington, D. C.

Topic: How Many Colleges and Universities are Needed to Supply
Educational Offerings and to Meet the Needs of Negro Students

Speakers: Dr. D. O. W. Holmes, Dean, Howard University, Wash-
ington, D. C.

Dr. Rufus E. Clement, President, Atlanta University, Atlanta, Ga.

H. C. Trenholm, President, Alabama State Teachers College, Mont-
gomery, Ala.

Leo M. Favrot, General Education Board, Richmond, Va.

Discussion Leaders: I. J. K. Wells, State Superintendent of Negro
Schools, Charleston, W. Va.

P. B. Young, Editor, Norfolk Journal and Guide, Norfolk, Va.

Arthur D. Wright, President, John F. Slater Fund, Washington, D. C.

Friday, July 30, 1937

8:00-10:00 A. M.

Breakfast Session

Presiding: James H. Johnson, Dean, Virginia State College, Petersburg, Va.

Topic: Adapting Education to the Abilities, Interests, and Needs of Individual Students

Speakers: Dr. Howard H. Long, Assistant Superintendent of Schools, Washington, D. C.

Dr. Ambrose Caliver, United States Office of Education, Washington, D. C.

H. G. Canady, Department of Psychology, West Virginia State College, Institute, W. Va.

Dr. N. C. Newbold, State Department of Education, Raleigh, N. C.

Discussion Leaders: Dr. Ullin W. Leavell, Department of Education, George Peabody College for Teachers, Nashville, Tenn.

R. W. Bullock, National Council, Y. M. C. A., New York, N. Y.

J. W. Scott, Principal, Sherman High School, Cincinnati, Ohio.

DEPARTMENT OF ELEMENTARY EDUCATION

Chairman: Mrs. Louise C. Albert, Department of Primary Instruction, Washington, D. C.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: Dr. Helen A. Field, Assistant Professor of Education, University of Pennsylvania, Philadelphia, Pa.

Classroom Activities for Gifted Children

Mary G. Brown, Supervisor of Kindergarten-Primary Grades, Baltimore, Md.

Discussion Leader: Edith Valentine, State College, Dover, Delaware

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: Mrs. Lillian R. Sockum, Booker T. Washington School, Dover, Delaware

The Talented Child and His Education

Montgomery Gregory, Principal, New Jersey Avenue School, Atlantic City, N. J.

Mrs. Marguerite B. Seldon, Supervisor of Intermediate Grades, Baltimore, Md.

Discussion Leader: Miss Nellie R. Bright, Principal, Joseph E. Hill School, Philadelphia, Pa.

DEPARTMENT OF GUIDANCE IN EDUCATION

Chairman: James P. Brawley, Clark University, Atlanta, Ga.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: George C. Grant, Acting Dean, Morgan College, Baltimore, Md.

The Present Status of Guidance of the Gifted Child

H. G. Canady, Professor of Psychology, West Virginia Collegiate Institute, Institute, W. Va.

The Recognition of Individual Differences

Discussion Leader: James P. Brawley

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: A. A. McPheeters, Assistant Dean, Clark University, Atlanta, Ga.

Walter Chivers, Supervisor Vocational Guidance, Moorehouse College, Atlanta, Ga.

Discussion Leader: Mrs. Theresa Alexander, Counselor, Shaw Junior High School, Washington, D. C.

DEPARTMENT OF HANDICAPPED CHILDREN

Chairman: James H. Duckrey, Jr., Principal, William Henry Harrison School, Philadelphia, Pa.

Wednesday, July 28, 1937

2:00-4:00 P. M.

**Place: Philadelphia High School for Girls
17th and Spring Garden Streets**

The Handicapped

Speakers: Helen M. Costello, Principal, E. Spencer Miller School, Philadelphia, Pa.

Finding and Teaching the Mentally Handicapped Child

Demonstration: Ardley Smith, Teacher, Eugene Field School, Philadelphia, Pa.

Discussion Leader: Lillian Garnett Brown, Teacher, James Logan Special School, Philadelphia, Pa.

Thursday, July 29, 1937

2:00-4:00 P. M.

**Place: Willis and Elizabeth Martin Orthopedic School
22nd and Brown Streets**

The Handicapped

Speakers: Dr. Georgeanna Mendenhall, Principal, Willis and Elizabeth Martin Orthopedic School, Philadelphia, Pa.

What is the Extent and Nature of the Problem Presented by the Physically Handicapped Child

Mrs. J. C. Smith, Principal, Sumner-Magruder School, Washington, D. C.

How the Needs of the Physically Handicapped Child Are Being Met

Discussion Leader: Elmer A. Henderson, Principal, Elementary School No. 101, Baltimore, Md.

5:00-8:00 P. M.

Motor Trip and Supper—Pomroy, Pa., Experimental Farm School in Special Education

DEPARTMENT OF HEALTH

Chairman: F. Rivers Barnwell, Division Negro Health Service, Austin, Texas, and E. H. Allen, M.D., University Physician and Director of University Health Service, Howard University, Washington, D. C.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: Dr. E. P. Knox, Associate Professor of Education, Howard University, Washington, D. C.

The Educator Looks at the Health Program in Relation to the Gifted

H. P. Hughes, M.D., School Physician and Associate in Public Health Service, Baltimore, Md.

How Health May Develop the Gifted Child

Discussion Leader: F. Rivers Barnwell

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: E. Y. Williams, Assistant Professor of Psychiatry, Howard University, Washington, D. C.

Developing the Talent of the University Student

Virginia Alexander, M.D., Staff, Douglass Hospital Director, Health Home, Philadelphia, Pa.

Discussion Leader: E. H. Allen

DEPARTMENT OF HIGH SCHOOL EDUCATION

Chairman: Harry T. Pratt, Principal, Frederick Douglass High School, Baltimore, Md.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: George A. Johnson, Principal, Howard High School, Wilmington, Delaware.

Breaking the Lockstep as a Means of Adjusting the Gifted Child.

Mrs. Jessie G. Stevens, Supervisor Grades 7-12, Douglass High School, Baltimore, Md.

J. L. Jones, Regional Vice President, Minden, La.

Discussion Leader: Harry T. Pratt

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: G. David Houston, Principal, Armstrong High School, Washington, D. C.

Individual Differences and Their Sign—The Talented Child in High School

Mrs. M. H. Plummer, Principal, Francis Junior High School, Washington, D. C.

Meeting the Needs of the Talented Child on Junior High School Level

Willis N. Huggins, Department of Social Studies, New York City High Schools, New York, N. Y.

New Horizons for the Gifted Colored Child

Discussion Leader: Harry T. Pratt

DEPARTMENT OF HOME ECONOMICS

Chairman: Alice M. Harris, State Teachers Training School, Cheyney, Pa.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: Mrs. Anna G. Green, Chief of Home Economics Education Department of Public Instruction, Harrisburg, Pa.

Meeting the Needs of the Gifted Child Through Home Economics

Dr. Flemma P. Kittrell, Dean of Girls, Bennett College, Greensboro, North Carolina

The Conservation and Improvement of Child Life

Discussion Leader: Mrs. Vivian Turner, Margaret Washington Murray Vocational School, Washington, D. C.

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: Mrs. Dorothy I. Miller, Director of Home Economics, Washington, D. C.

Meeting the Everyday Needs of the Child Through Home Economics

Mrs. Ida D. Scott, Philadelphia, Pa.

Meeting the Needs of the Talented Child Through Home Economics

Discussion Leader: Alice M. Harris

DEPARTMENT OF LIBRARY SERVICE

Chairman: Mrs. Angeline D. Smith, Morgan College Library, Baltimore, Md.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: Edith Lyons, Principal, Morgan Demonstration School, Washington, D. C.

Meeting the Needs of the Gifted Child Through the Elementary Classroom Library

Margaret Williams, Library Dunbar Junior High School, Baltimore, Md.

How the Junior High School Library Serves the Gifted Child

Discussion Leader: Mrs. Ella A. Brown, Librarian, Howard University, Washington, D. C.

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: Mrs. Ella A. Brown, Librarian, Howard University, Washington, D. C.

Correlation of College Library Activities to the Talented Student's Curriculum

Mrs. Dorothy R. Homer, Librarian, Miner Teachers College, Washington, D. C.

Teacher Training for Library Aid to the Talented Child

Mrs. Lillian Clark, Librarian, Armstrong High School, Washington, D. C.

The Library—A Directing Force in the Life of the Talented Child

Discussion Leader: Mrs. Angeline D. Smith, Morgan College Library, Baltimore, Md.

DEPARTMENT OF RURAL EDUCATION

Chairman: Thelma Smiley, Supervisor Rural Negro School, Montgomery, Ala.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: Walter R. Chivers, Supervisor Vocational Guidance, Atlanta, Ga.

Meeting the Needs of the Individual

Mrs. I. K. Campfield, Tuskegee Institute, Tuskegee, Ala.

The Present Status of Guidance of the Gifted Child

Vinita V. Lewis, Assistant in Child Welfare Service, Department of Labor, Washington, D. C.

Child Welfare Services to Negro Children of Rural Elementary Schools

Discussion Leader: W. M. Menchan, Professor of Education, State Teacher's College, Montgomery, Ala.

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: W. M. Cooper, Director of Extension, Hampton Institute, Hampton, Va.

What Elementary Schools Can Do To Meet the Vocational Needs of Talented Children

I. J. K. Wells, Supervisor of Negro Schools, Charleston, W. Va.

Discussion Leader: Thelma Smiley, Supervisor Rural Negro Schools, Montgomery, Ala.

DEPARTMENT OF SCHOOL PRINCIPALS

Chairman: W. A. Robinson, Principal, Atlanta Laboratory School, Atlanta, Ga.

Acting Director, Montgomery Gregory, Principal, New Jersey Avenue School, Atlantic City, N. J.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: Carol W. Hayes, Supervisor Colored Schools, Birmingham, Ala.

New Curriculum Trends and Individual Instruction

John C. Bruce, Supervising Principal, Washington, D. C.

The Principal's Responsibility

Discussion Leader: Montgomery Gregory

Thursday, July 29, 1937

2:00-4:00 P. M.

The Talented

Speakers: F. A. DeCosta, Principal—Avery Institute, Charleston, S. C.

Individual Instruction Versus Mass Education

Marcellus Blackburn, Principal, Booker T. Washington Junior High School, Dover, Delaware

The Principal's Diagnosis

Discussion Leader: Tanner G. Duckrey, Principal, Dunbar School, Philadelphia, Pa.

DEPARTMENT OF SCHOOL SUPERVISION

Chairman: Mrs. Mary Foster McDavid, Supervisor, Montgomery, Ala.

Wednesday, July 28, 1937

2:00-4:00 P. M.

The Gifted

Speakers: W. McKinley Menchan, Professor of Education, State Teachers College, Montgomery, Ala.

Problems of Individual Differences as Related to the Handicapped
Mrs. Helen Whiting, Assistant State Supervisor, Negro Education, Atlanta, Ga.

Case Studies in Adjusting School Programs to Fit the Individual Needs of the Child (1) In a Negro City School System, (2) In a Negro Private Elementary School, (3) In a Negro One Teacher Rural School

Discussion Leader: Mrs. Mary Foster McDavid

Thursday, July 29, 1937
2:00-4:00 P. M.

The Talented

PANEL DISCUSSION

Speakers: Rebecca Davis, Tuskegee Institute, Tuskegee, Ala., Professor of Education
Mrs. A. M. P. Strong, State Department of Education, Little Rock, Ark.
Elmer A. Henderson, State Department of Education, Baltimore, Md.
John C. Bruce, Supervising Principal, Washington, D. C.
Discussion Leader: W. McKenley Menchan, Professor of Education, State Teachers College, Montgomery, Ala.

**DEPARTMENT OF TRADE AND VOCATIONAL
EDUCATION**

Chairman: J. C. Evans, Director of Trade and Technical Education, West Virginia State College, Institute, W. Va.

Wednesday, July 28, 1937
2:00-4:00 P. M.

The Gifted

Speakers: George E. Dunlap, Field School, Philadelphia, Pa.
William D. Coverdale, Sulzberger Evening School, Philadelphia, Pa.
Joint Discussion—Opportunities Offered by the Philadelphia School System
Discussion Leader: Joseph B. Briscoe, Principal, Vocational School, No. 454, Baltimore, Md.

Thursday, July 29, 1937
2:00-4:00 P. M.

The Talented

Excursion—To be announced

DEPARTMENT OF VISUAL INSTRUCTION

Chairman: Mrs. Rebecca J. Gray, Teacher-in-Charge Visual Instruction, Washington, D. C.

Wednesday, July 28, 1937
2:00-4:00 P. M.

The Gifted

Speakers: George Hamilton, Educational Department, Keystone View Company
Problems of Making Visual Aids for Schools Use
Dr. Edgar Dale, Bureau of Educational Research, Ohio State University, Ohio
The Use of Visual Aid in Progressive Instruction
John Brodhead, Philadelphia, Pa.
Visual Aids
Demonstrations

Thursday, July 29, 1937
2:00-4:00 P. M.

The Talented

Speakers: Mrs. Grace Fisher Ramsey, Educational Department, American Museum of Natural History
The Museum as an Aid to Classroom Teaching
Dr. Charles R. Toothacher, Curator, Philadelphia Commercial Museum, Philadelphia, Pa.
What the Museum Has to Offer the Talented Child
Demonstrations

ENTERTAINMENT FEATURES

Wednesday Afternoon, July 28, 1937

- 4:15 P. M.—Constitution Anniversary Tea—Bethel A. M. E. Church.
 4:45 P. M.—Sight-seeing—Philadelphia, Pa.
 (fee)

Wednesday Evening, July 28, 1937

- 10:00-12:00 P. M.—Roof Garden Party—Y.W.C.A., 1607 Catherine Street,
 Philadelphia, Pa., Y.W.C.A. Staff

Thursday Afternoon, July 29, 1937

- Baseball, Tennis, etc.
 School Roof and Park
 Card Parties
 Receptions

- 5:00-8:00 P. M.—Motor Trip and Free Supper—Pomroy, Pa.—Experi-
 mental Farm School in Special Education

Thursday Evening, July 29, 1937

- 10:00 P. M.—Boat Ride—Moonlight Down the Delaware (Tickets on Sale)

Friday Afternoon, July 30, 1937

- 2:00-6:00 P. M.—Lawn Party—State College, Cheyney, Pa., Alpha Kappa
 Kappa Alpha Sorority

Friday Evening, July 30, 1937

- 10:00-12:00 P. M.—Reception—Fleicher's Auditorium, Broad Street, Phi
 Delta Kappa Sorority

Saturday Morning, July 31, 1937

- 10:00 A. M.—Motorcade—Atlantic City, N. J.—Assemble Philadelphia
 High School for Girls

Atlantic City Headquarters—New Jersey Avenue School

Shower Baths—Available at all times—(free soap and towel)

Philadelphia High School for Girls

Theatres—Free to Delegates and Visitors with Registration Badges

Royal.....South St., near 16th St.

Stanley.....South St., near 12th St.

Pearl.....Ridge Avenue, near Oxford St.

Joy.....Fifty-first and Haverford Ave.

Courtesy of Mr. Morris Wax, Proprietor

Cafeteria Service—Philadelphia High School for Girls

BREAKFASTS, LUNCHEONS, DINNERS—CAFETERIA

PHILADELPHIA HIGH SCHOOL FOR GIRLS

WEDNESDAY, JULY 28, 1937

BREAKFAST

Maryland State 8:00 A. M.

LUNCHEON

Region Two 12:30 P. M.

Region Six 12:30 P. M.

DINNER

West Virginia State 5:30 P. M.

Alabama State 5:30 P. M.

THURSDAY, JULY 29, 1937

BREAKFAST

Region One 8:00 P. M.

LUNCHEON

West Virginia State College Alumni 12:30 P. M.

Region Three 12:30 P. M.

DINNER

Pennsylvania State 5:30 P. M.

Oklahoma State 5:30 P. M.

FRIDAY, JULY 30, 1937

BREAKFAST

Department of College Education 8:00 A. M.

District of Columbia 8:00 A. M.

LUNCHEON

Region Four 12:30 P. M.

Region Five 12:30 P. M.

MEETINGS OF THE N. A. T. C. S.

Date	Place of Meetings	President
1904	Nashville, Tenn.	J. R. E. Lee
1905	Atlanta, Ga.	J. R. E. Lee
1906	Baltimore, Md.	J. R. E. Lee
1907	Oklahoma City, Okla.	J. R. E. Lee
1908	Hampton, Va.	J. R. E. Lee
1909	Louisville, Ky.	R. R. Wright
1910	Asheville, N. C.	R. R. Wright
1911	St. Louis, Mo.	W. T. B. Williams
1912	Chattanooga, Tenn.	W. T. B. Williams
1913	Little Rock, Ark.	M. W. Dogan
1914	Savannah, Ga.	M. W. Dogan
1915	Cincinnati, Ohio	N. B. Young
1916	Nashville, Tenn.	John Hope
1917	New Orleans, La.	W. H. Singleton
1918	Harpers Ferry, W. Va.	J. S. Clark
1919	Orangeburg, S. C.	S. G. Atkins
1920	Baltimore, Md.	J. M. Gandy
1921	Oklahoma City, Okla.	L. J. Rowan
1922	Hampton, Va.	H. L. McCrorey
1923	Tuskegee Institute, Ala.	J. A. Gregg
1924	Dallas, Texas	Mrs. Mary M. Bethune
1925	Durham, N. C.	W. W. Sanders
1926	Hot Springs, Ark.	R. S. Grossley
1927	Nashville, Tenn.	W. A. Robinson
1928	Charleston, W. Va.	W. J. Hale
1929	Jackson, Miss.	John W. Davis
1930	Petersburg, Va.	Mordecai W. Johnson
1931	Washington, D. C.	Fannie C. Williams
1932	Montgomery, Ala.	H. Council Trenholm
1933	Louisville, Ky.	Francis M. Wood
1934	Baltimore, Md.	J. W. Scott
1935	Tallahassee, Fla.	Garnet C. Wilkinson
1936	Atlanta, Ga.	Rufus Clement
1937	Philadelphia, Pa.	Mrs. Willa Carter Burch

